DOCUMENT RESUME

ED 363 828 CG 026 011

AUTHOR Sampson, James P., Jr.; Norris, Debra S.
TITLE The Financial Status, Organizational Structure, and Staffing of Career Information Delivery Systems in the United States: Technical Report No. 16.
INSTITUTION Florida State Univ., Tallahassee. Center for the Study of Technology in Counseling and Career Development.
SPONS AGENCY National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE Mar 93
NOTE 81p.; For related documents, see CG 026 002-010.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Career Counseling; *Career Development; *Career Guidance; *Computer Uses in Education; *Delivery Systems; Financial Support; *Information Dissemination; *Organizational Climate

ABSTRACT

The purpose of this study was to collect, analyze, and disseminate baseline data to aid computer-based career information delivery system (CIDS) operators and state and federal policy makers in making more informed decisions about the financing, organizational structure, and staffing of CIDS. CIDS are computer-based resources that provide information on occupations and related education and training opportunities. The study population was defined as the 45 state occupational information coordinating committee (SOICC)-recognized CIDS, plus CIDS operating in California, Connecticut, and New York. Since Missouri has two separate SOICC-recognized CIDS, the total possible number of CIDS was 49. Forty-seven CIDS returned the CIDS Information Collection Form, yielding a final response rate of 96%. The results revealed that user fees provided between 47 and 51% of CIDS funding. The greatest change in funding involved the increase in user fees. In terms of organizational structure, a diversity of agencies and organizations served on many CIDS governing and advisory boards. In terms of staff responsibilities, it appears that less time is allocated to training in comparison with other staff duties. Seventeen data tables and other relevant forms are appended. (NB)

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The Financial Status, Organizational Structure, and Staffing of Career Information Delivery Systems in the United States: Technical Report No. 16

by

James P. Sampson, Jr.
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March 1993

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CG026011

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The Financial Status, Organizational Structure, and Staffing of Career Information Delivery Systems in the United States: Technical Report No. 16

Abstract

The purpose of this study was to collect, analyze, and disseminate baseline data to aid computer-based career information delivery system (CIDS) operators and state and federal policy makers in making more informed decisions about the financing, organizational structure, and staffing of CIDS. Lester and Ollis (1988) defined CIDS as "computer-based resources that provide information on occupations and related education and training opportunities" (p. 205). A total of 47 out of the 49 eligible CIDS returned the CIDS Information Collection Form, yielding a final response rate of 96%. Results are presented in 17 tables and 11 figures. The results are then discussed, including specific attention to implications for the future.

The Financial Status, Organizational Structure, and Staffing of Career Information Delivery Systems in the United States: Technical Report No. 16

Career Information Delivery Systems (CIDS) have evolved from a new technological innovation in the 1970's to a key element in the delivery of career information in the United States in the 1990's. McCormac (1988) noted that CIDS, "were developed to fulfill the needs students and adults have for increased and improved career guidance services" (p. 196). Lester and Ollis (1988) defined CIDS as "computer-based resources that provide information on occupations and related education and training opportunities" (p. 205). Hopkins, Kinnison, Morgenthau, and Ollis (1992) stated that CIDS

> provide useful information for people who are exploring, planning, or making decisions about careers. CIDS contain national, state, and local information about occupations, educational and training institutions and programs, and related subjects. . . . Most of these systems are computer-based, but other media are also used to provide information. Tabloid newspapers and telephone hotlines, for example, can reach people in areas without access to computerized systems (p. 1).[1]

During 1990-91, over 6.9 million individuals used CIDS at over 18,282 sites in the United States, excluding telephone hotline contacts or the use of print or audio-visual media (ACSCI, 1992).

The evolution of CIDS has been recorded in the Annual Directory of the Association of Computer-Based Systems of Career Information (ACSCI). Data on 50 CIDS (ACSCI, 1992) are provided in the following categories:

CIDS name, address, and telephone
Names of staff members
Number of FTE staff
Reporting period
Administrative Agency
Governing board chair
Advisory group chair
Delivery system
Delivery medium
User site categories (including number of sites and number of users)
Other information products and services
Developmental projects
Funding percentages

Using ACSCI directory information as a foundation, Hopkins et al. (1992) integrated supplementary ACSCI survey data into a general status report on the nature and use of CIDS in the United States. The report included the following topics related to CIDS:

Overall functioning
General use of CIDS
User sites
Users
Access (direct search, structured search, standardized tests)
Databases (educational and occupational information)
Delivery media
Training and support materials

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[1] Unless otherwise noted, within this study CIDS refer to computer-based career information delivery systems.

Standards and guidelines

Statement of the Problem

As the labor market in the United States becomes less stable, adolescents and adults are making increased demands on Career Information Delivery Systems (CIDS) to provide information necessary to make career and employment decisions. However, during this time of increased demand for CIDS services, public sector funding for CIDS appears to be less stable. As a result, it is important to ensure that the financing, organizational structure, and staffing of CIDS are appropriate given the increasing demand for services.

CIDS operators, faced with impending change in funding sources and amounts, need an analysis of baseline data that describes the current financial status of CIDS in the United States. CIDS operators also need data on administrative agents, governing boards, and advisory boards in order to evaluate options for creating organizational structures that are cost-efficient, yet allow effective input among stakeholders in order to maximize funding opportunities. Finally, CIDS operators need data on staffing patterns, since personnel costs are a major element in CIDS budgets. This analysis and baseline data will allow CIDS operators to make comparisons among CIDS. For example, a CIDS operator could evaluate funding, organization, and staffing within their state in comparison with all CIDS in general or CIDS with similar characteristics. While the ACSCI Annual Directory data (ACSCI, 1992) and the CIDS Status Report (Hopkins, et al., 1992) provide valuable information, these data sources were not designed to provide specific details on the financing, organizational structure, and staffing of CIDS.

Purpose of the Study

The purpose of this study was to collect, analyze, and disseminate baseline data to aid CIDS operators and state and federal policy makers in making more informed decisions about the financing, organizational structure, and staffing of CIDS. The following specific questions were addressed:

1) What are the current CIDS funding sources and levels for 1990-1991, 1991-1992, and 1992-1993?

2) What changes have occurred in funding between 1990-1991 and 1992-1993?

3) What are the funding levels for CIDS research and development and CIDS evaluation relative to total CIDS funding?

4) What are CIDS operators' perceptions of the estimated need for CIDS funding relative to CIDS funding for 1990-1991, 1991-1992, and 1992-1993?

5) What are CIDS operators' perceptions of the reasons for increases and decreases in CIDS funding?

6) What are CIDS operators' perceptions of the impact of decreases in CIDS funding on CIDS operation?

7) What are CIDS operators' perceptions of the type of assistance needed in order for CIDS to cope with financial problems?

8) What are CIDS operators' perceptions of the relative security of CIDS funding?

9) What is the enabling legislation that provides the legal mandate for the financing and operation of CIDS?

10) What administrative agents exist for CIDS?

11) What are the prevalence and nature of governing boards and advisory boards for CIDS?

12) What are the percentages of CIDS staff responsibilities allocated to management, clerical support, user services and marketing, training, information development, software development, and other?

13) What type of CIDS (systems obtained, purchased, or leased from some other entity vs. systems developed within a state or municipality) are currently in use?

Method

Population

This analysis of financial status, organizational structure, and staffing was designed to include the total population of CIDS operating in the United States as of June 1992. A total of 46 states and territories were operating CIDS recognized by the appropriate state occupational information coordinating committee (SOICC) in 1992 (NOICC, 1992).

> California, Connecticut and New York have several large computerized CIDS, both public and private, in operation, but the SOICC has not designated any as the official statewide CIDS. Seven states/territories did not have a computer-based state-wide system in operation as of June 1992, including Guam, Massachusetts, New Hampshire, Northern Mariana Islands, Texas, West Virginia and the Virgin Islands (NOICC, 1992, p. 22).

For the purposes of this investigation, the population was defined as the 45 SOICC-recognized CIDS, plus CIDS operating in California, Connecticut, and New York. Since Missouri has two separate SOICC-recognized CIDS (CHOICES and VIEW), the total possible number of CIDS was 49. California data was from the EUREKA system. New York data was from the New York City MetroGuide system. A total of 48 out of the eligible 49 CIDS responded to the survey described in the following section, resulting in a response rate of 98%. One state was subsequently removed from the study. The CIDS in the state of Michigan has recently experienced substantial change in financing and organization. Given the previous budget and staffing of this CIDS, data from Michigan was omitted from the analyses in order to avoid inappropriately skewing the results.[2] As a result, a total of 47 out of the 49 eligible CIDS were included, yielding a final response rate of 96%. Since individuals completing the survey did not always respond to all of the items, the response rate for any given question was often less than 96%. Given the exploratory nature of this study, response rates were judged adequate to provide valid and generalizable data.

Instrumentation

Given the unique nature of the questions being asked in this investigation, a survey was judged as the best approach for obtaining data. After basic research questions were identified, a draft of the survey was developed by the authors of this study. A panel of reviewers representing CIDS operators, the National Occupational Information Coordinating Committee (NOICC), SOICC's, and ACSCI, then reviewed and suggested revisions for the survey in order to ensure that the research questions were appropriately addressed. The revised survey was then approved by the Contract Officer at NOICC for dissemination. In order to minimize the number of requests for

[2] Future analyses of the financial status, organizational structure, and staffing of CIDS need to include Michigan as soon as the situation stabilizes.

information required of CIDS operators, the survey for this investigation was integrated as Part II (pages 6 through 12) of the annual ACSCI survey entitled, "CIDS Information Collection Form." A copy of the CIDS Information Collection Form may be found in the Appendix.

Procedures

A letter soliciting participation in the study from the ACSCI Clearinghouse Coordinator and the CIDS Information Collection Form was mailed to the 49 eligible CIDS. An information copy of the form was also sent to SOICC directors to keep them informed regarding CIDS research. After a period of six weeks, the NOICC Contract Officer and the ACSCI Clearinghouse Coordinator contacted CIDS by phone and requested completion of the form. All remaining outstanding surveys were received by February 1993. A copy of the letter soliciting participation in the study may be found in the Appendix.

Results

The results of this study are organized in terms of the financial status, organizational structure, staffing of CIDS, and supplemental data. The order of the Tables and Figures follows sequentially from Part II of the CIDS Information Collection Form. Numbers of states reporting, indicated at the end of most Tables and all Figures, vary according to information received for each section. Table 1 consists of the names, addresses and phone numbers of the individuals who completed the CIDS survey form.

Financial Status

What are the current CIDS funding sources and levels for 1990-1991, 1991-1992, and 1992-1993? Table 2 delineates funds provided by specific sources for each state for 1990-1991, 1991-1992, and 1992-1993. User fees consistently provide the largest proportion of CIDS funding (47% to 51%). The number of states reporting varies slightly per year as a result of incomplete data.

What changes have occurred in funding between 1990-1991 and 1992-1993? Figure 1 illustrates the total changes in source funding in dollar amounts for the three year period. The number of states represented is smaller than those in Table 2 because three states did not provide the data necessary to show the breakdown by funding sources per year. Only states that provided all information for each year were able to be included. The greatest increases occur each year in User Fees and State Legislative Appropriation and State Department of Labor/JTPA/Employment Security. Mild increases are shown in NOICC Basic Assistance Grants and State Legislative Appropriations. A decrease occurred in the amount of funding provided through the State Departments of Education/Offices of Vocational Education, while Other Funding Sources vacillate around a million dollars, appearing to increase slightly in 1992-1993.

Figure 2 reports the same results as Figure 1, except with a focus on the number of states rather than on dollar amounts. The greatest increases were consistent with those noted in Figure 1. NOICC Basic Assistance Grants show stable representation over the three year period, while State Legislative Appropriations and Other Funding Sources indicate an increase after the first year, followed by stability in the following two years. State Departments of Education/Offices of Vocational Education show a decrease after the first year, followed by a slight increase for 1992-1993.

Table 3 and Figure 3 describe the number of states represented in each area of funding changes, either decreasing, increasing or stable between 1990-1991 and 1992-1993. The classification of states into the various categories was determined by a calculation of 10 percent. If the funding had changed by a 10 percent margin in either direction, it would be classified as either decreasing or increasing. The number of states reporting dollar amounts differs from the number of states categorized as decreasing, increasing or stable, resulting from the way information was

reported in the survey. For example, one state reported total amounts only. While it was not possible to incorporate this data into the table, a calculation was possible to incorporate the data into the specific category of decreasing, increasing or stable funding.

Figure 3 indicates the largest category of states being classified as having "stable" funding. Figures 4, 5 and 6 show the specific breakdowns in source funding for the categories of decreasing, increasing and stable. Figure 4 illustrates that the largest decrease (for states with decreasing funding) of funds was experienced in user fees, dropping from about $400,000 to $150,000 from 1991-1993. Figures 5 and 6 identify the increase of User Fees to be associated with states classified as either having increasing or stable funding from 1991-1993.

What are the funding levels for CIDS research and development and CIDS evaluation relative to total CIDS funding? Table 4 describes funding for research and development and funding for evaluating CIDS' effectiveness as compared with the total funding for each state during 1991-1992. Results indicate that 7 percent of total funding was allotted for research and development, while 1 percent was allotted for evaluating CIDS' effectiveness.

What are CIDS operators' perceptions of the estimated need for CIDS funding relative to CIDS funding for 1990-1991, 1991-1992, and 1992-1993? Table 5 and Figure 7 show that total funding for states has increased slightly over a three year period and that estimated future funding needs exceed actual funding for 1992-1993.

What are CIDS operators' perceptions of the reasons for increases and decreases in CIDS funding? Table 6 outlines statements given by CIDS operators as to their perceptions of why increases in funding occurred from 1990-91 to 1991-92. The majority of the reasons related to changes in federal funding and in user bases. Table 7 describes CIDS operators' perceptions of why decreases in funding occurred from 1990-91 to 1991-92. The most often stated reason was a reduction in monies available by Carl Perkins legislation.

What are CIDS operators' perceptions of the impact of decreases in CIDS funding on CIDS operation? Table 8 indicates the perceived impact of decreases in funding on CIDS' operation, with the greatest impact being in the areas of staffing and services provided.

What are CIDS operators' perceptions of the type of assistance needed in order for CIDS to cope with financial problems? Table 9 identifies the type of assistance CIDS operators feel is necessary to help CIDS cope with financial problems. The most commonly cited assistance was the need for additional funding.

What are CIDS operators' perceptions of the relative security of CIDS funding? Table 10 and Figure 8 show the relative security of in-state funding for CIDS' operation during the next two years. The number of states responding to each source is indicated by source in Table 10. With the exception of User Fees (increase expected), most states indicate an expectation for continued funding at the present level for all funding sources during the next two years.

What is the enabling legislation that provides the legal mandate for the financing and operation of CIDS? Table 11 indicates state and federal enabling legislation. The Carl Perkins Act and the Job Training Partnership Act were the most common enabling legislation at the federal level.

Organizational Structure

What administrative agents exist for CIDS? Table 12 and Figure 9 indicate specific administrative agents for state CIDS, with SOICC's as the largest representative among states.

What are the prevalence and nature of governing boards and advisory boards for CIDS? Tables 13 and 14 provide a list of governing and advisory board chairs, respectively. Table 15 and Figure 10 portray organizations represented on both governing and advisory boards, with an "A" standing for Advisory Board and a "G" for Governing Board. SOICC and State Departments of Education or Offices of Vocational Education are the largest representatives on Governing Boards, while State Departments of Education or Offices of Vocational Education, State Colleges or Universities, JTPA and CIDS Users constitute the largest representatives on Advisory Boards. Figure 10 identifies State Department of Labor/Economic or Employment Security as being the largest representative for combined Governing and Advisory Boards, although many other organizations were often also represented.

Responsibilities of CIDS Staff

What are the percentages of CIDS staff responsibilities allocated to management, clerical support, user services and marketing, training, information development, software development, and other? Table 16 and Figure 11 delineate percentages of total staff responsibilities per state, as calculated in relation to total FTE's. The largest percentage of staff responsibilities is evenly distributed (20% each) among management, user services/marketing and information development, with clerical support also being a common responsibility (18%).

Supplemental Data

What type of CIDS (systems obtained, purchased, or leased from some other entity vs. systems developed within a state or municipality) are currently in use? Figure 12 indicates that most of the states reporting have a CIDS system that was obtained, purchased or leased with CIDS staff primarily responsible for user services and development.[3] Table 17 is a compilation of states' additional comments. Statements are represented in verbatim fashion.

Discussion

Data from this study indicate that user fees are the key variable in the financing of CIDS. Almost half of all CIDS funding is derived from user fees (Tables 1, 2, and 3). The greatest change in funding involves the increase in user fees (Figure 1). In states experiencing either decreasing funding (Figure 4) or increasing funding (Figure 5), user fees are the dominant factor. Many CIDS operators perceived that user fees would increase, or a least remain stable (Figure 8). The need for additional CIDS funding (Table 5 and Figure 7), coupled with the public funding decreases that have occurred in some states (Table 7), will likely result in increased pressure on user fees to supply necessary financial resources.

Increasing reliance on user fees in the financing of CIDS may or may not be in the best interests of the public. Determining the appropriateness of this increasing reliance on user fees, requires evaluating whether or not the accessibility to CIDS by the public has been compromised. If the increase in user fees results from increases in the number of individuals and organizations using CIDS, then public interest is likely served. If, however, user fees are increased to provide necessary financing, then CIDS use may decrease during times of limited public funding because the resource is more expensive. This impact may be disproportionately felt among individuals with limited incomes. Reducing access to occupational and educational information would not seem to be in the best interest of the nation. Future data collection, analysis, and discussion among CIDS operators and policy makers will be needed to determine the appropriateness of increasing reliance on user fees.

Adequate funding for research, development, and evaluation, is necessary to ensure that valid information is effectively delivered to individuals involved in making career and educational

[3] It is recognized that not all CIDS are computer-based and that other types of delivery media, such as tabloid newspapers and telephone hotlines, are also used.

decisions. Enhanced research, development, and evaluation was identified by participants at a recent international teleconference as a key element in improving the design and use of computer-assisted career guidance systems (Sampson, Reardon, & Lenz, 1991). Allocating seven percent of funding for research and development and one percent of funding for evaluation (Table 4) may not be adequate in view of the needs that exist. Although specific funding percentages are likely to vary from state to state, some general exploration is needed to determine the average funding necessary to carry out appropriate research, development, and evaluation.

In terms of organizational structure, a diversity of agencies and organizations serve on many CIDS governing and advisory boards (Table 15 and Figure 10). A potential problem may exist, however, in that eight states reported the absence of both a governing and an advisory board. Given the increasing competition among public agencies for limited public funds, it would appear that having a minimum of an advisory board would enhance opportunities for communicating the importance of providing quality occupational and educational information.

In terms of staff responsibilities, it appears that less time is allocated to training in comparison with other staff duties (Table 6 and Figure 11). One CIDS operator commented that CIDS that fail seem to do a poor job of training, technical assistance, and customer service (Table 9). The international teleconference noted above, identified training as the most important issue in improving the use of computer-assisted career guidance systems (Sampson, Reardon, & Lenz, 1991). CIDS operators and policy makers need to reexamine the allocation of staff responsibilities to ensure that an appropriate balance of tasks is maintained.

The results of this study provide baseline data concerning the financing, organizational structure, and staffing of CIDS. These data can be useful to CIDS operators and state and federal policy makers in two ways. First, CIDS operators and policy makers can use these data to further explore current financing, organizational structure, and staffing issues, some of which are described above. Second, by collecting these types of data at periodic intervals, it will be possible to evaluate changes that occur in the financing, organizational structure, and staffing of CIDS. By making more informed decisions, CIDS operators and policy makers help to ensure the effective provision of occupational and educational information to the public.

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TABLE 1

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TABLE 2

Funding Sources, 1990-1991

	User Fees	NOICC Basic Assistance Grant	State Legislative Appropriation	State D.O.E. or Office of Vocational Education	State Department of Labor/JTPA Employment Security	Other Funding Sources	Total Funding
AK	222,123			15,000		21,788	258,911
AL		120,000		200,000			320,000
AR		115,824					115,824
AZ		40,000		50,000	15,000		105,000
CA							
CO							
CT							
DC		14,661					14,661
DE							
FL	330,647			162,979		666,700	1,160,326
GA	246,320					185,000	431,320
HI	101,554		624,357				725,911
IA			84,000	15,000	8,000		107,000
ID	150,000	108,519			69,193		327,712
IL	57,000	83,024	37,500	70,000	80,000	75,000	402,524
IN	30,000			50,000	30,000		110,000
KS							
KY		36,570					36,570
LA							
MD	7,000	15,083		92,000			114,083
ME	5,000		170,000				175,000
MN	269,785	4,900					274,685
MO-C		10,500					10,500
MO-V				148,803			148,803
MS							
MT							
NC		30,000				13,000	43,000
ND		14,800				2,300	17,100
NE	95,000	14,636		103,000			212,636
NJ	230,000	10,000			60,000		300,000
NM				75,000			75,000
NV	118,000	76,388		22,434			216,822
NY							
OH							
OK			49,858				49,858
OR	521,880	5,000				6,120	533,000
PA							
PR	22,856						22,856
RI	66,000						66,000
SC	252,404	128,137	237,410				617,951
SD	70,851						70,851
TN				120,000			120,000
UT	70,000						70,000
VA							
VT		15,000					15,000
WA	292,487	2,500					294,987
WI	704,961						704,961
WY	20,000	25,000					45,000
TOTAL	3,883,868	870,542	1,203,125	1,124,216	262,193	969,908	8,313,852
% of TOTAL	47%	10%	14%	14%	3%	12%	100%
# of states	22	20	6	13	6	7	

N = 36

TABLE 2, cont.

Funding Sources, 1991-1992

	User Fees	NOICC Basic Assistance Grant	State Legislative Appropriation	State D.O.E. or Office of Vocational Education	State Department of Labor/JTPA Employment Security	Other Funding Sources	Total Funding
AK	217,841			20,000		13,000	250,841
AL		120,000		150,000			270,000
AR		117,389					117,389
AZ		40,000		50,000	15,000		105,000
CA							
CO							
CT							
DC		15,862					15,862
DE							
FL	212,864			176,322		587,400	976,586
GA	306,600					185,000	491,600
HI	50,936		740,132				791,068
IA	10,000	24,000		15,000	12,000	4,000	65,000
ID	175,000	106,210	60,000				341,210
IL	57,000	82,488	37,500	57,500	80,000	90,000	404,488
IN	30,000			115,000	30,000		175,000
KS	125,000						125,000
KY		39,800					39,800
LA							
MD	56,000				130,000		186,000
ME	5,000		160,000				165,000
MN	247,170	2,000					249,170
MO-C		7,000					7,000
MO-V	32,800			130,000			162,800
MS							
MT	73,595	2,100		10,000	7,000	5,685	98,380
NC		30,000				13,000	43,000
ND		14,200				1,800	16,000
NE	120,000	14,636		79,950			214,586
NJ	250,000	10,000			75,000		335,000
NM			51,000				51,000
NV	131,685	84,406					216,091
NY							
OH							
OK			62,093				62,093
OR	580,000	5,000				7,150	592,150
PA							
PR	332,412						332,412
PW							
RI	66,000						66,000
SC	230,246	127,364	190,706				548,316
SD	64,060					9,360	73,420
TN				130,000			130,000
UT	70,000						70,000
VA							
VT		35,000					35,000
WA	320,793	14,422					335,215
WI	749,359						749,359
WY	21,000	25,000					46,000
TOTAL	4,535,361	916,877	1,301,431	933,772	349,000	916,395	8,952,836
% of TOTAL	51%	10%	15%	10%	4%	10%	100%
# of states	26	21	7	11	7	10	

N = 38

TABLE 2, cont.

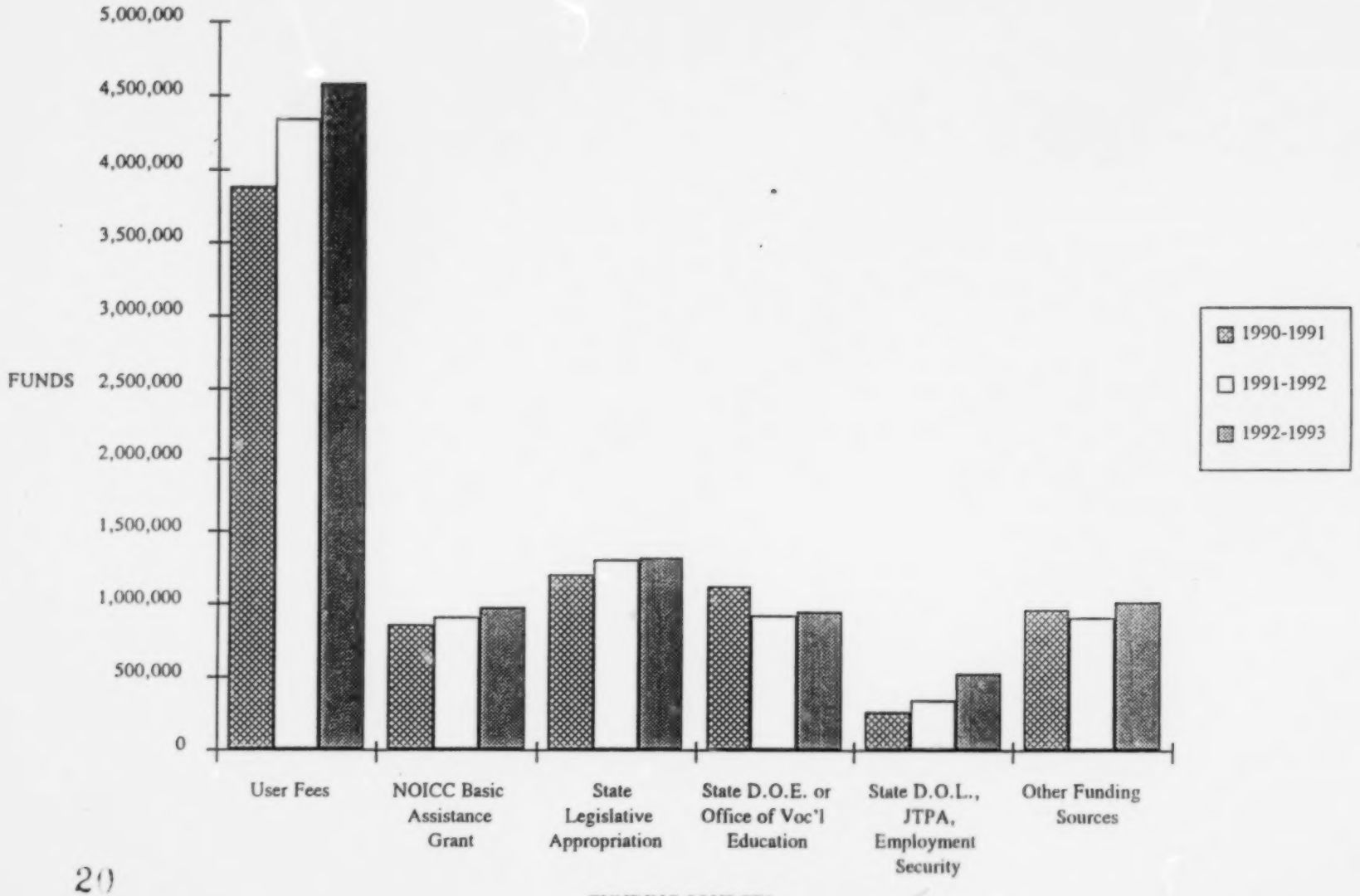
Funding Sources, 1992-1993

	User Fees	NOICC Basic Assistance Grant	State Legislative Appropriation	State D.O.E. or Office of Vocational Education	State Department of Labor/JTPA Employment Security	Other Funding Sources	Total Funding
AK	224,250			20,000		17,500	261,750
AL		120,000		136,000	56,100		312,100
AR		125,889					125,889
AZ		40,000		52,000	15,000		107,000
CA							
CO							
CT							
DC		18,000					18,000
DE							
FL	250,000			178,022		603,300	1,031,322
GA	326,600					145,800	472,400
HI	23,289		800,208				823,497
IA	18,000	20,000		15,000	8,000		61,000
ID	255,099	115,704	60,000				430,803
IL	62,000	86,488	37,500	57,500	80,000	90,000	413,488
IN	30,000			115,000	130,000		275,000
KS							
KY		40,040					40,040
LA							
MD	90,000				150,000		240,000
ME	4,000		140,000				144,000
MN	325,709	1,000					326,709
MO-C							
MO-V	49,883			130,000			179,883
MS							
MT	78,760	9,500		10,000	7,000	3,655	108,915
NC	10,000	17,000				13,000	40,000
ND		16,000				2,000	18,000
NE	140,000	18,596		87,000			245,596
NJ	296,000	10,000			90,000		396,000
NM			30,000	16,000			46,000
NV	143,900	93,500					237,400
NY							
OH							
OK			60,298				60,298
OR	612,500	11,500				48,000	672,000
PA							
PR	84,915						84,915
RI	88,250						88,250
SC	240,000	134,764	190,700				565,464
SD	63,921					13,000	76,921
TN				150,000			150,000
UT	62,000						62,000
VA							
VT		79,000				79,400	158,400
WA	350,000	10,000					360,000
WI	803,758						803,758
WY	22,000	25,000					47,000
TOTAL	4,654,834	991,981	1,318,706	966,522	536,100	1,015,655	9,483,798
% of TOTAL	49%	10%	14%	10%	6%	11%	100%
# of states	26	20	7	12	8	10	

N = 36

FIGURE 1

CHANGES IN SOURCE FUNDING, (FUNDS), 1991-1993



N=34

FIGURE 2

CHANGES IN SOURCE FUNDING, (STATES REPORTING), 1991-1993

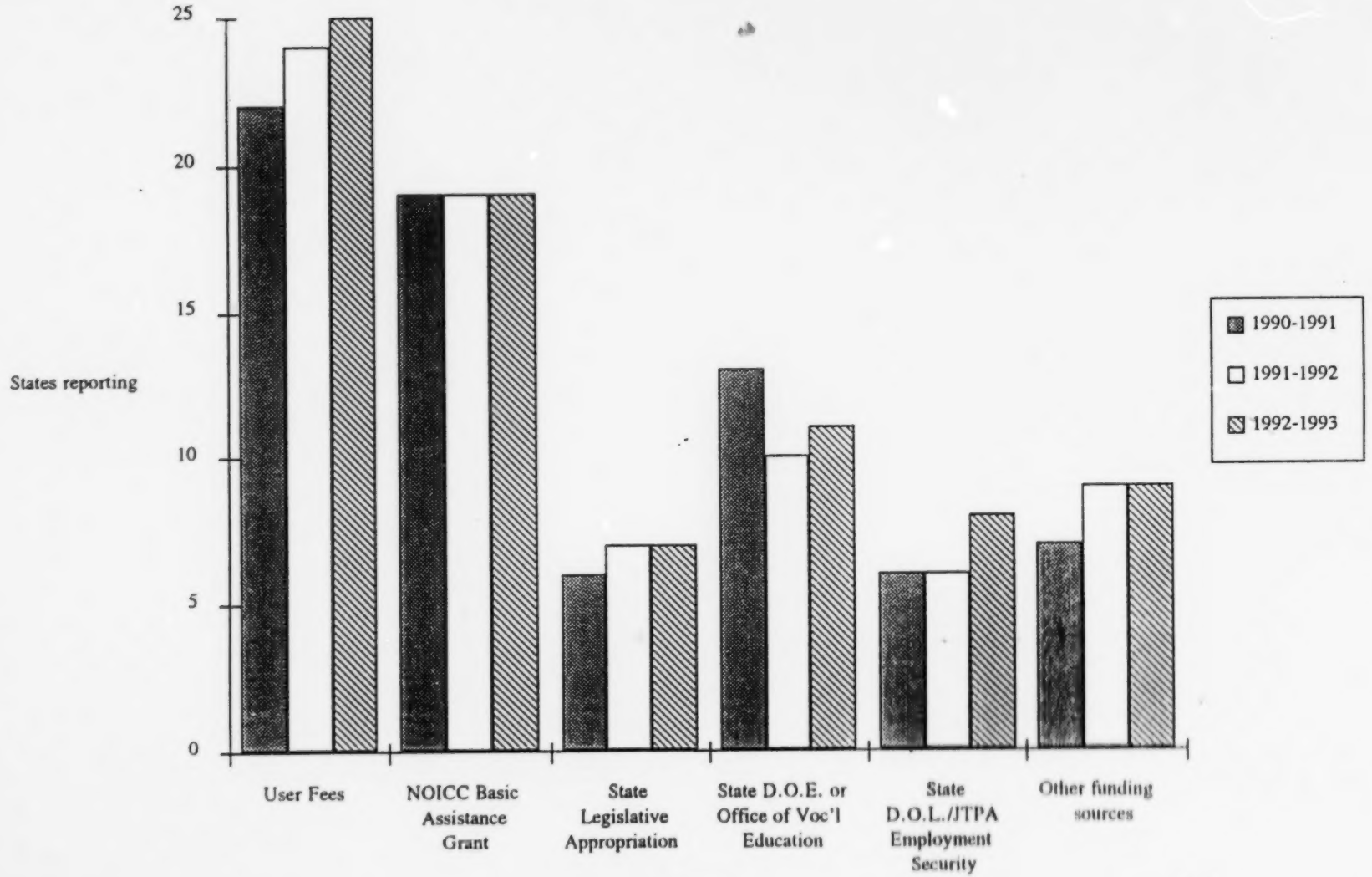


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TABLE 3

CHANGES IN FUNDING -DECREASING, INCREASING, & STABLE, 1991-1993

DECREASING FUNDING - 3 States

	1991-1992	1992-1993
User Fees	407,412	150,915
NOICC Basic Assistance Grant	0	0
State Legislative Appropriation	160,000	140,000
State D.O.E. or Office of Voc'l Education	0	0
State D.O.L., JTPA, Employment Security	0	0
Other Funding Sources	0	0
TOTAL	567,412	290,915

INCREASING FUNDING - 15 States

	1991-1992	1992-1993
User Fees	1,630,565	1,966,201
NOICC Basic Assistance Grant	325,008	399,300
State Legislative Appropriation	60,000	60,000
State D.O.E. or Office of Voc'l Education	614,950	628,000
State D.O.L., JTPA, Employment Security	242,000	433,100
Other Funding Sources	14,635	133,055
TOTAL	2,887,158	3,619,656

STABLE FUNDING - 20 States

	1991-1992	1992-1993
User Fees	2,372,384	2,537,718
NOICC Basic Assistance Grant	584,869	592,681
State Legislative Appropriation	1,081,431	1,118,706
State D.O.E. or Office of Voc'l Education	318,822	338,522
State D.O.L., JTPA, Employment Security	107,000	103,000
Other Funding Sources	901,760	882,600
TOTAL	5,366,266	5,573,227

N = 34

FIGURE 3

CHANGES IN SOURCE FUNDING, (STABILITY) 1991-1993

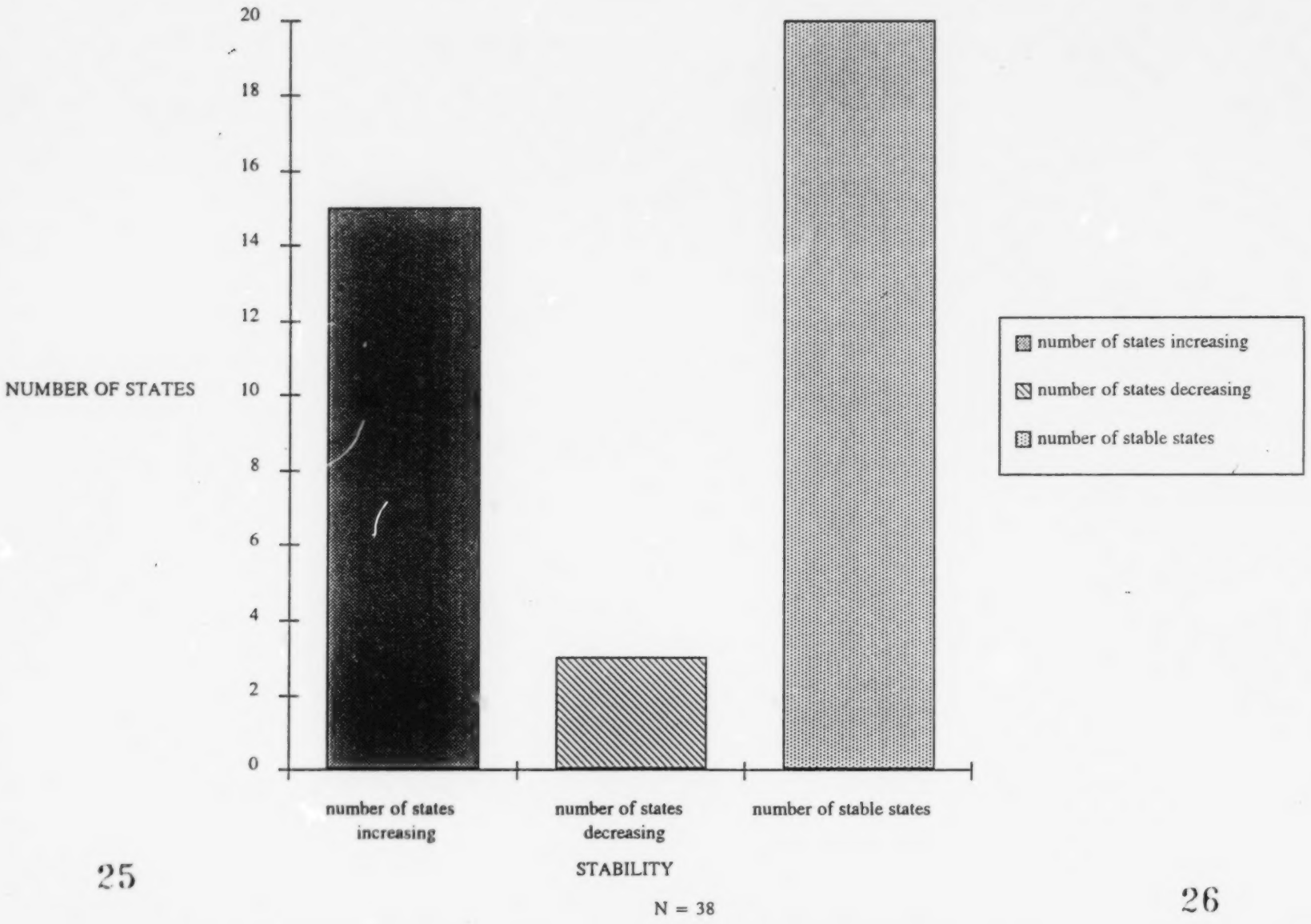

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FIGURE 4

CHANGES IN SOURCE FUNDING - DECREASING, 1991-1993

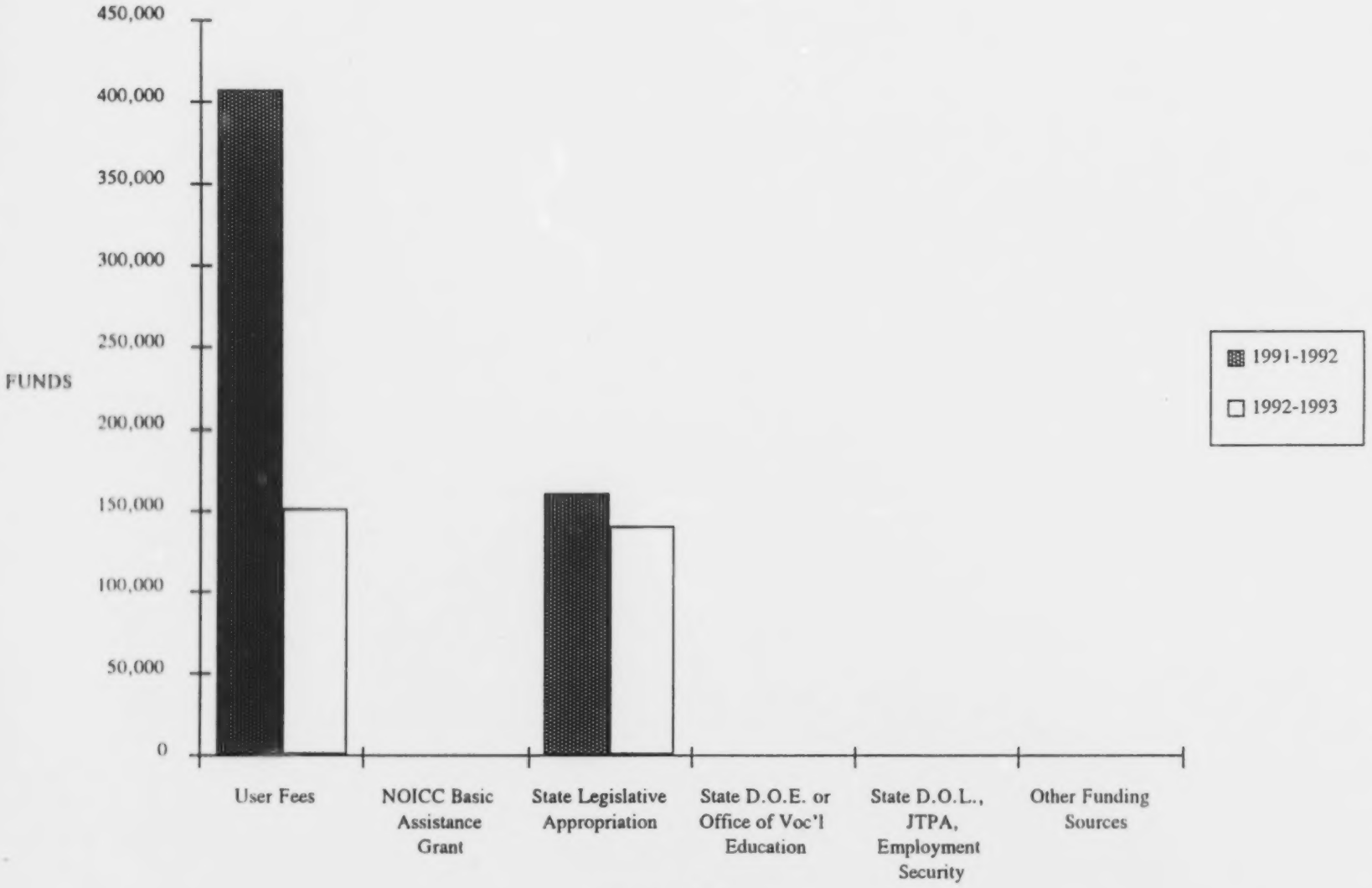
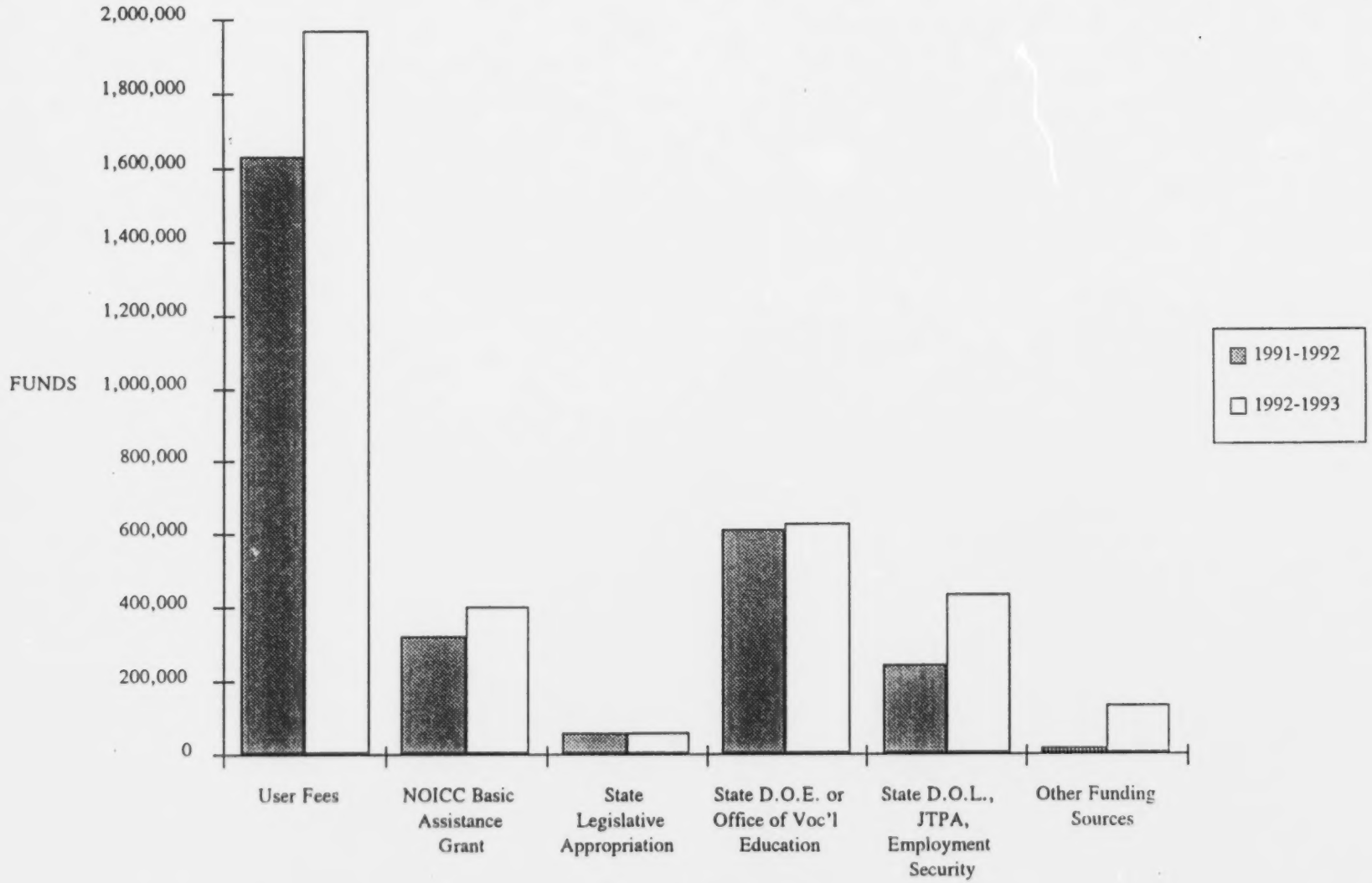


FIGURE 5

CHANGES IN SOURCE FUNDING - INCREASING, 1991-1993



N = 15

FIGURE 6

CHANGES IN SOURCE FUNDING - STABLE, 1991-1993

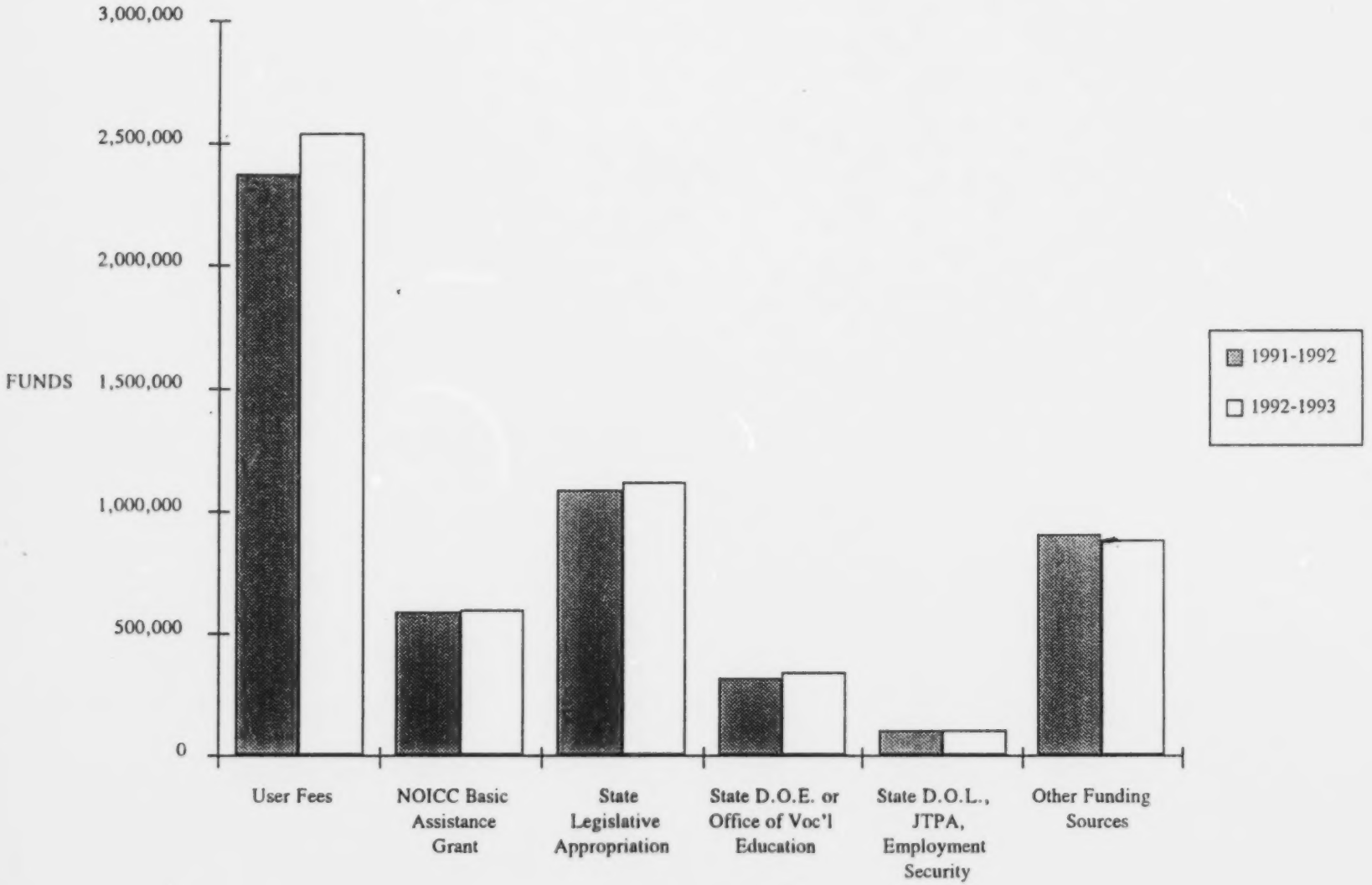


TABLE 4

Additional Funding Breakdowns Relative To Total Funding

	1991-92 funding for research & development	Percentage of Total Funding	1991-92 funding for evaluating CIDS effectiveness	% of Total Funding	Total Funding 1991-92
AK	8,788	4%			250,841
AL	10,000	4%	2,000	1%	270,000
AR	45,000	38%			117,389
AZ	25,000	24%	999	1%	105,000
CA					
CO					
CT					
DC	0	0%	1,000	6%	15,862
DE					
FL					
GA	20,000	4%	5,000	1%	491,600
HI	0	0%	2,540	0%	791,068
IA			10,000	15%	65,000
ID	8,000	2%	3,000	1%	34',210
IL	20,224	5%	4,045	1%	404,488
IN	0	0%	500	0%	175,000
KS	25,000	20%	0	0%	125,000
KY					
LA					
MD	1,500	1%	0	0%	186,000
ME	0	0%	0	0%	165,000
MH					
MN	11,000	4%			249,170
MO-C					
MO-V	1,000	1%	500	0%	162,800
MS	0	0%	0	0%	0
MT					
NC					
ND	0	0%	4,000	25%	16,000
NE	50,000	23%	500	0%	214,586
NJ	0	0%	0	0%	335,000
NM	0	0%	0	0%	51,000
NV	0	0%	0	0%	216,091
NY					
OH					
OK	62,093	100%			62,093
OR					
PA					
PR	18,500	6%			332,412
RI	0	0%	500	1%	66,000
SC			0	0%	548,316
SD	9,800	13%	3,300	4%	73,420
TN	20,000	15%	5,000	4%	130,000
UT	0	0%	0	0%	70,000
VA	100,000	29%	30,000	9%	339,980
VT	15,000	43%	0	0%	35,000
WA	30,369	9%	0	0%	335,215
WI	75,000	10%	5,000	1%	749,359
WY					
TOTAL	556,274	7%	77,884	1%	7,489,900

N = 34

TABLE 5

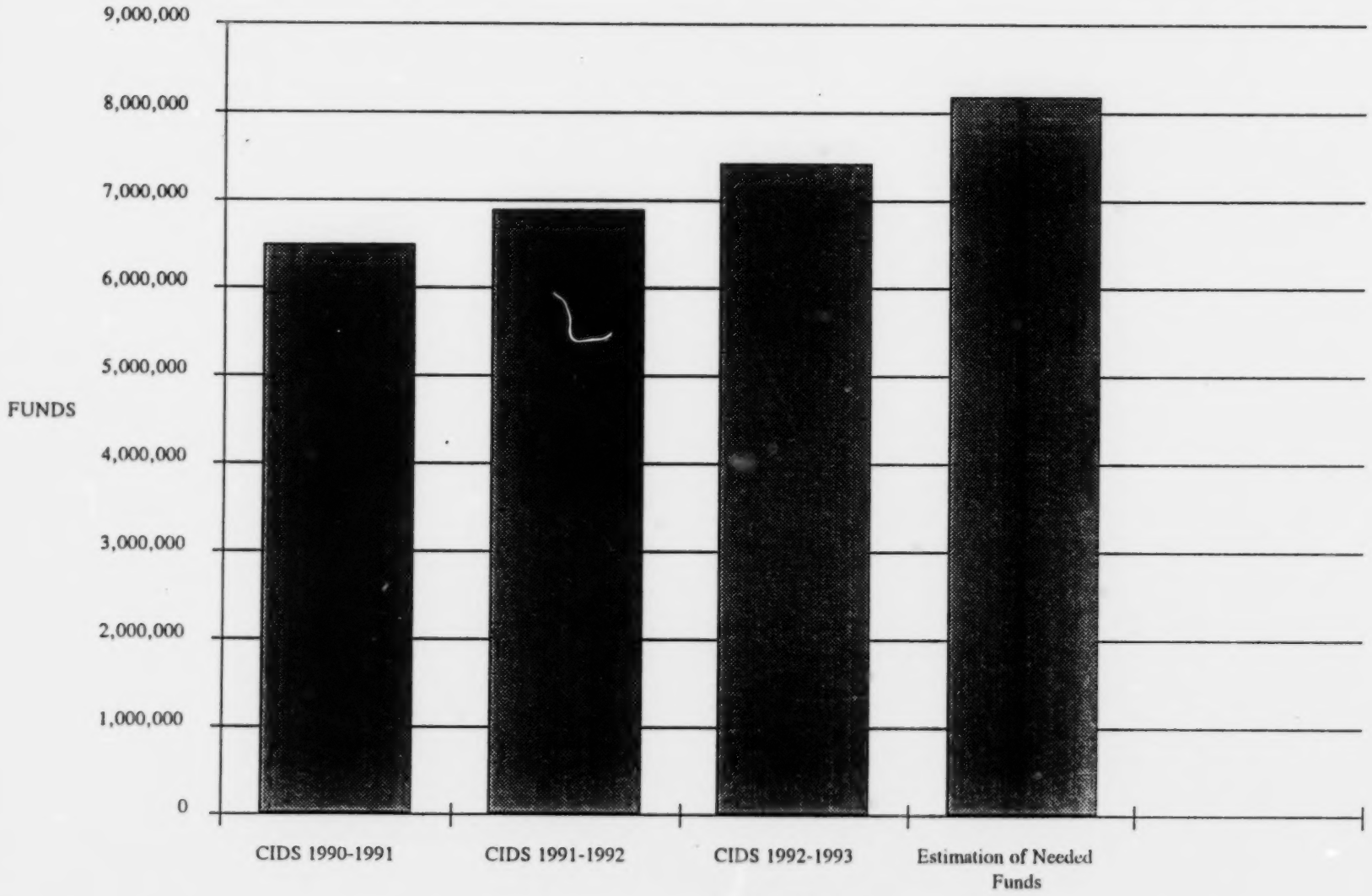
Total Funding, 1990-1993, as Compared with Estimated Need

	1990-1991	1991-1992	1992-1993	NEED
AK	258,911	250,841	261,750	261,750
AL	320,000	270,000	312,100	345,000
AR	115,824	117,389	125,889	35,000
AZ				
CA				
CO	0	0	0	200,000
CT				
DC	14,661	15,862	18,000	20,000
DE				
FL				
GA				
HI	725,911	791,068	823,497	823,497
IA	107,000	65,000	61,000	165,000
ID	327,712	341,210	430,803	475,000
IL	402,524	404,488	413,488	404,488
IN	110,000	175,000	275,000	175,000
KS				
KY	36,570	39,800	40,040	55,000
LA				
MD	114,083	186,000	240,000	240,000
ME	175,000	165,000	144,000	190,000
MN	274,685	249,170	326,709	350,000
MO-C				
MO-V	148,803	162,800	179,883	179,883
MS	0	0	0	50,000
MT				
NC	43,000	43,000	40,000	45,000
ND	17,100	16,000	18,000	14,000
NE	212,636	214,586	245,596	275,000
NJ	300,000	335,000	396,000	400,000
NM	75,000	51,000	46,000	75,000
NV	216,822	216,091	237,400	350,000
NY				
OH				
OK	49,858	62,093	60,298	62,000
OR				
PA				
PR	22,856	332,412	84,915	115,000
RI	66,000	66,000	88,250	150,000
SC	617,951	548,316	565,464	600,000
SD	70,851	73,420	76,921	80,000
TN	120,000	130,000	150,000	250,000
UT	70,000	70,000	62,000	100,000
VA	422,900	339,980	330,000	380,000
VT	15,000	35,000	158,400	100,000
WA	294,987	335,215	360,000	330,000
WI	704,961	749,359	803,758	800,000
WY	45,000	46,000	47,000	75,000
TOTAL	6,496,606	6,897,100	7,422,161	8,170,618

N = 34

FIGURE 7

TOTAL FUNDING



N = 34

TABLE 6

PERCEPTIONS OF THE REASONS FOR INCREASE OCCURRING FROM 1990-1991 TO 1991-1992

CHANGES IN FEDERAL FUNDING

Carl Perkins Funding
- Minnesota

Congress appointed additional funds for NOICC/SOICC activities
- Illinois

Congressional leaders' awareness of CIDS & its impact on economy
- North Dakota

Funding from the Department of Defense for incorporation of ASVAB in computerized CIDS
- South Dakota

Inflation
- Arizona
- Missouri View

Recession
- Minnesota

CHANGES IN STATE FUNDING

State Funds
- Maryland

CHANGES IN FUNDING POLICY

User fees instituted or increased
- Maryland
- Nebraska
- Wisconsin
- Wyoming

Increases were planned based on 3 year contract
- Indiana

COIN Lease
- Missouri View

USER BASE

Increased number of system user sites
- Idaho
- Nebraska
- Wisconsin
- Missouri View
- Oregon

TABLE 6, cont.

Increase of client market/users
- Nevada
- Tennessee

Increased/larger user base
- New Jersey
- Washington

Expansion of CIDS in user organizations/agencies
- District of Columbia

Increasing use by adult-serving agencies
- Oregon

MARKETING

Increased marketing
- Colorado

Sound marketing
- Minnesota

STAFFING

New position (adjustments for collective bargaining)
- Hawaii

Increase in staff development activities
- Kansas

Hard work by staff to produce a respected product
- Minnesota

CIDS SOFTWARE IMPROVEMENTS

Additional information programs development
- Kentucky

Major effort to evaluate and acquire a commercial CIDS system
- Vermont

CIDS HARDWARE IMPROVEMENTS

Adding microcomputer version for MS-DOS Hard Disc Drive
- Nebraska

Sales increase due to launching a new system (IBM version)
- Puerto Rico

TABLE 6, cont.

REQUESTS FOR MONEY

Requested and received funds for development of CIDS related study plans
Oklahoma

VENDOR PRICES

Local payments/user fees made to software vendors
Utah

CONSOLIDATIONS

Small school consolidations
Minnesota

TABLE 7

PERCEPTIONS OF THE REASONS FOR DECREASES IN FUNDING
FROM 1990-1991 TO 1991-1992

CHANGES IN FEDERAL FUNDING

Carl Perkins legislation reduced monies available
- Florida
- Illinois
- Nebraska
- New Mexico
- Virginia

Absence of congressional leaders' awareness of CIDS & its impact on economy
- North Dakota

Carl Perkins funding delayed
- Alaska

Lack of U.S. D.O.E. emphasis on counseling and guidance
- New Mexico

Reallocation of discretionary Perkins funds
- Missouri View

CHANGES IN STATE GOVERNANCE

Transfer of CIDS from D.O.E. to ISOICC; state legislature chose not to provide state funding
- Iowa

CHANGES IN STATE FUNDING

No guidance appropriations
- Nebraska
- South Carolina

State legislative cuts
- Maine
- South Carolina

State deficit
- Maryland

State D.O.E. felt higher priority needs elsewhere
- New Mexico

State with limited funds
- New Mexico

TABLE 8

WHAT IMPACT DID THE DECREASE (1990-1991 TO 1991-1992) HAVE ON THE CIDS OPERATION?

STAFFING

No increase in staff
- Nebraska
- South Carolina

Decrease in staff
- New Mexico
- Florida

ISOICC staff had to absorb CIDS work load
- Iowa

No raises for staff
- South Carolina

SERVICES PROVIDED

User services reduced
- Iowa

Cutbacks in travel
- South Carolina

Resulted in fewer free print materials to assist schools in career development programs
- South Carolina

SYSTEM DEVELOPMENT

Additional product development/enhancements reduced
- Iowa
- Maryland
- South Carolina

FEES FOR USERS

Change in user fees
- North Carolina

Started charging user's fees
- Missouri View
- Virginia

COPING STRATEGIES

Utilized carry-over funds in user fees to maintain level and quality of CIDS services
- Illinois

TABLE 8, cont.

FUNDING FOR USERS

Virtual elimination of Incentive Grants for new users
Maine

MINIMAL IMPACT

Minimal impact
Maine

OPERATIONAL PROCEDURES

Change in operation procedures
North Carolina

USER SITES

Number of sites (annual renewals) decreased
Florida

Several sites did not have money in their budgets
Missouri View

TABLE 9

TYPES OF ASSISTANCE CIDS NEED IN ORDER TO COPE WITH FINANCIAL PROBLEMS

STATE SUPPORT AND GOVERNMENT FUNDING

State

Ability and support from state funding sources
- Colorado
- Indiana
- Iowa
- Vermont

Recognition and support of system by state legislation
- Colorado
- Iowa
- Nevada

Incentive/Special purpose grants
- Florida
- Oregon

Federal

Ability and consistent support from federal funding sources
- Alabama
- Colorado
- New Mexico

Federal funds specifically for CIDS operation
- Kansas
- New Mexico

Special purpose grants to states to re-emphasize CIDS efforts
- Mississippi
- North Carolina
- Oregon

Changes in JTPA and Perkins
- Indiana

National control and administration of all related travel funds
- Vermont

More help with securing private funding grants
- Virginia

TABLE 9, cont.

Other

More Money
- Illinois
- Kentucky
- Missouri View
- Nebraska
- Nevada
- Oklahoma
- Rhode Island
- Wyoming

Sympathetic administration
- Alaska

All kinds
- Arizona

Broader definition of CIDS
- Kansas

Additional staff
- Nebraska

STABLE ECONOMY AND STABLE FUNDING

Stable economy/funding
- Georgia
- Maine
- South Carolina

EVALUATION AND ACCOUNTABILITY

Value of CIDS studies
- Alaska
- Nevada

Need access to research and development funds
- Wisconsin

Continuing research and development projects to insure state of the art delivery systems.
- Nevada

CONSULTING RESOURCES

Information and assistance with marketing on a professional basis
- Maryland
- Nebraska

TABLE 9, cont.

FUNDING MODIFICATION

Reduced cost of vendor software programs
Maine

PUBLICITY PACKAGES

Development of a publicity package to use to secure additional funding
District of Columbia

Ancillary projects like NCDG
Minnesota

NOICC, ACSCI and the National Career Development Institute can mount a massive PR campaign to promote CIDS.
Rhode Island

National brochure to convince legislatives, school committees, and educational governing boards to fund CIDS.
Rhode Island

STATISTICS

Continued data collection and analysis of labor market and education statistics.
Minnesota

TRAINING RESOURCES

Assistance in providing responsive customer service: training, technical assistance and customer service. CIDS that fail seem to do a poor job of this.
Idaho

MORE ENCOURAGEMENT FOR DEVELOPMENT

More encouragement to develop information and products along with a requirement for a minimal staffing level of two full-time employees in each state.
Vermont

NO FINANCIAL PROBLEMS

CIDS should not have financial problems. If operated well, they can be self-supporting. Ongoing development could benefit with outside funding, but if approached correctly, many efforts can be supported through special project grants at local and state levels.
Oregon

TABLE 10

SECURITY OF FUNDING FOR CIDS

	FUNDING PROVIDED BY USER FEES, N = 30					FUNDING PROVIDED BY NOICC BASIC ASSISTANCE GRANT, N = 24				
	Increase Expected	Present Level Expected	Small Cut Expected	Big Cut Expected	Elimi-nation Expected	Increase Expected	Present Level Expected	Small Cut Expected	Big Cut Expected	Elimi-nation Expected
AK		X					X			
AL							X			
AR							X			
AZ							X			
CA				X						
CO			X							
CT										
DC						X				
DE										
FL			X							
GA	X									
HI										
IA	X						X			
ID	X						X			
IL	X					X				
IN		X								
KS		X				X				
KY							X			
LA										
MD	X									
ME			X				X			
MN	X									
MO-C		X					X			
MO-V		X								
MS										
MT	X								X	
NC		X					X			
ND							X			
NE	X						X			
NJ	X						X			
NM										
NV				X			X			
NY										
OH		X								
OK										
OR			X				X			
PA										
PR	X									
RI		X								
SC		X					X			
SD							X			
TN										
UT		X								
VA			X							
VT							X			
WA	X						X			
WI	X									
WY		X					X			
TOTAL	12	11	5	2	0	3	20	0	1	0
% OF TOTAL	40%	37%	17%	6%	0%	13%	83%	0%	4%	0%

TABLE 10, cont.

SECURITY OF FUNDING FOR CIDS, cont.

	FUNDING PROVIDED BY STATE LEGISLATIVE APPROPRIATION, N = 13					FUNDING PROVIDED BY DEPT OF EDUCATION OR OFFICE OF VOCAT'L EDUCATION, N = 14				
	Increase Exp.	Pres. Level Exp.	Small Cut Expected	Big Cut Exp.	Elimi-nation Exp.	Increase Exp.	Pres. Level Exp.	Small Cut Expected	Big Cut Exp.	Elimi-nation Exp.
AK		X					X			
AL	X									
AR										
AZ							X			
CA										
CO										
CT										
DC										
DE										
FL			X					X		
GA										
HI				X						
IA							X			
ID		X				X				
IL		X					X			
IN							X			
KS	X						X			
KY										
LA										
MD										
ME			X							
MN										
MO-C										
MO-V							X			
MS										
MT							X			
NC										
ND										
NE							X			
NJ										
NM				X			X			
NV										
NY										
OH		X								
OK		X								
OR										
PA										
PR										
RI										
SC			X							
SD										
TN								X		
UT										
VA		X							X	
VT										
WA										
WI										
WY										
TOTAL	2	6	3	2	0	1	10	2	1	0
% OF TOTAL	15%	46%	24%	15%	0%	7%	71%	15%	7%	0%

TABLE 10, cont.

SECURITY OF FUNDING FOR CIDS, cont.

	FUNDING PROVIDED BY STATE D.O.L., JTPA, OR EMPLOYMENT SECURITY, N = 11					OTHER IN-STATE SOURCES, N = 4				
	Increase Expected	Present Level Expected	Small Cut Expected	Big Cut Expected	Elimi-nation Expected	Increase Expected	Present Level Expected	Small Cut Expected	Big Cut Expected	Elimi-nation Expected
AK		X								
AL										
AR										
AZ		X								
CA										
CO										
CT										
DC										
DE										
FL										
GA										
HI										
IA		X								
ID										
IL	X									
IN				X						
KS		X								
KY										
LA										
MD			X							
ME										
MN										
MO-C		X								
MO-V										
MS										
MT			X							
NC							X			
ND							X			
NE										
NJ		X								
NM										
NV										
NY							X			
OH							X			
OK										
OR										
PA										
PR										
RI										
SC										
SD										
TN										
UT										
VA				X						
VT										
WA										
WI										
WY										
TOTAL	1	6	2	2	0	0	4	0	0	0
% OF TOTAL	9%	55%	18%	18%	0%	0%	100%	0%	0%	0%

TABLE 11

ENABLING LEGISLATION

STATE

Colorado Legislature reluctant education spenders; recent amendments hamstringing Colorado education.
Colorado

Recent legislation requires a career plan for all students by 1994-95
Indiana

Kentucky Revised Standards
Kentucky

Mississippi Senate Bill No. 2735
Mississippi

NJSA 34:1A - 76
New Jersey

State budget, 1979, set up WCIS within University of Wisconsin
Wisconsin

State legislative special education funds
New Mexico

State Line Item 514
Ohio

12th Hawaii Legislative Session, Act 193
Hawaii

1992 Legislation requiring all high schools to have a computerized student advisement system providing career and educational information.
Florida

26 ME Revised Statutes Annotated, Section 1452
Maine

TABLE 11, cont.

FEDERAL

Carl D. Perkins Vocational and Applied Technology Act of 1990, Title 4, Part C, Sections 422 (a) and 451 (a).

- Arkansas
- Hawaii
- Idaho
- Nebraska
- South Carolina
- Tennessee

Job Training Partnership Act of 1982, Sections 125 & 464

- Arkansas
- Hawaii
- Idaho
- South Carolina

NOICC enabling federal legislation

- Alabama

Several legislations

- Missouri Choices

FIGURE 8

PERCEIVED SECURITY OF FUNDING FOR CIDS OPERATION DURING THE COMING TWO YEARS

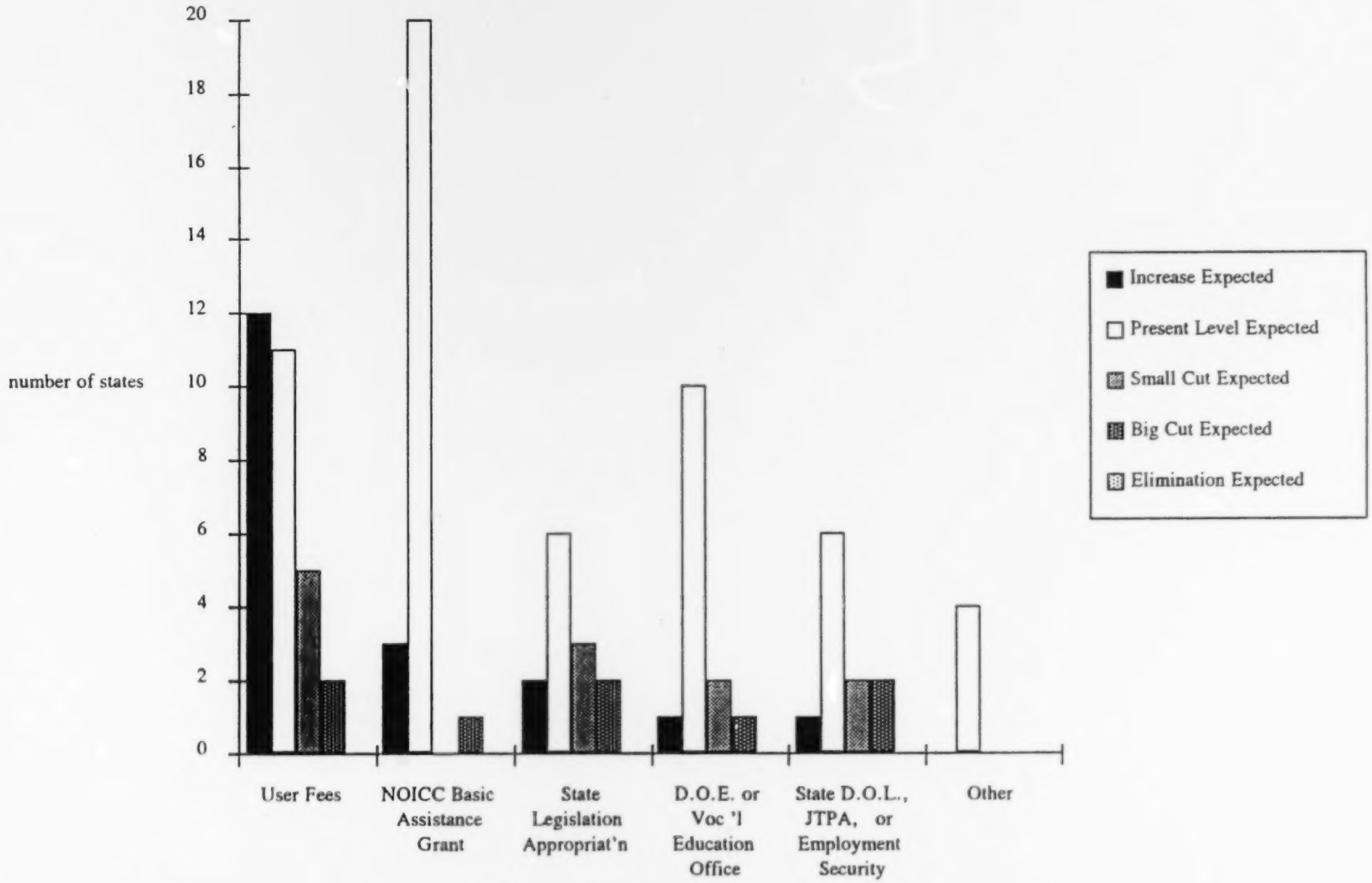


TABLE 12
CIDS ORGANIZATIONAL STRUCTURE

ADMINISTRATIVE AGENT FOR STATE CIDS

	SOICC	St. Dept of Labor/ Economic or Employment Security	St. Dept of Education or Office of Vocational Education	State College or University	Other
AK	X	X	X		
AL	X				
AR	X	X	X		
AZ	X				
CA					X
CO					
CT					
DC	X				
DE			X		
FL					
GA				X	
HI		X			
IA	X				
ID	X				
IL	X				
IN	X				
KS	X	X	X	X	
KY	X				
LA	X				
MA					
MD		X			
ME	X				
MN			X		
M0-C	X	X	X		X
MO-V			X		
MS	X				
MT					X
NC	X				
ND	X				
NE				X	
NH					
NJ	X				
NM	X				
NV	X				
NY					X
OH			X		
OK					X
OR				X	
PA	X				
PR	X				X
RI	X				
SC	X				
SD	X	X			
TN			X		
UT	X		X		
VA	X				
VT	X	X	X		
WA					X
WI				X	
WV					
WY					
TOTAL	28	8	11	5	7
% of TOTAL	68%	20%	27%	12%	17%

N = 41

FIGURE 9

TOTAL ADMINISTRATIVE AGENTS FOR CIDS

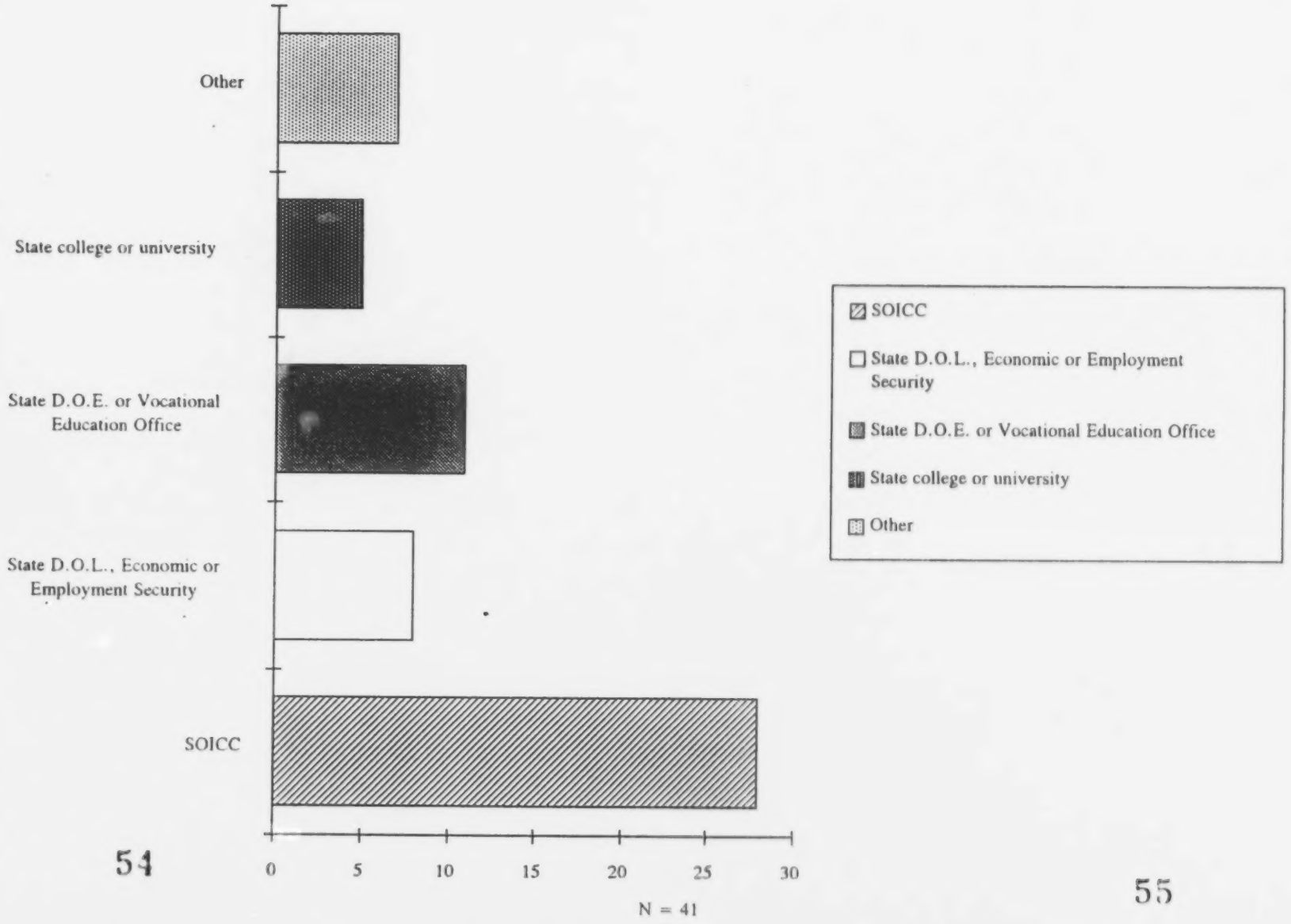


TABLE 13

GOVERNING BOARD CHAIRS

Dr. Stephen B. Franks,
Vocational Education Director
State Department of Education
Alabama

Lonnie McNatt, Director
Arkansas Department of Education
Vocational/Technical Educ. Division
Arkansas

Dr. Carlos Valencia
California State University
California

Dr. Smith, Co-Chair
Superintendent, DC Public Schools
District of Columbia

Maria Borrero, Co-Chair
Director, Dept. of Employment Services
District of Columbia

Dr. Robert Watada, Administrator of
OETA
DLIR/Office of Employment and Training
Administration
Hawaii

George Pellefier, Administrator
Vocational Rehabilitation
Idaho

Chris Reynolds, IOICC Chairperson
Dept. of Commerce & Community Affairs
Illinois

Steve Smith, ISOICC Chair
Iowa Dept. of Employment Services
Iowa

William Huston, Secretary
Workforce Development Cabinet
Kentucky

Charles A. Morrison, Chair/Commission
Maine Department of Labor
Maine

Dr. Robert C. Schleiger
Retired President of Chesapeake College
Maryland

Mr. Robert Larivee, Director
Special Needs and Guidance Services
Missouri Dept. of Education
Missouri

James P. Kiley, Superintendent
Pershing County School District
Nevada

Joel New, SOICC Chair
NC Division of Employment and Training
North Carolina

Roy Peters, Director
Oklahoma Dept. of Vocational &
Technical Education
Oklahoma

Denise Gudger
Counselor/Administrator
Eugene School District 45
Eugene, OR

Ramon Diaz Gomez, Governing Board
President
House Representative
Puerto Rico

Robert E. David, SCOICC Executive Board
Chairman
S.C. Employment Security Commission
South Carolina

Dee Esser, Executive Director, VOICC
Virginia Employment Commission
Richmond, VA

Wayne Olsen
Division of Vocational Rehabiltation
Wisconsin

TABLE 14

ADVISORY BOARD CHAIRS

Judy Knight
Department of Labor, Employment Security
Alaska

Bruce Dacey
Delware

Dr. Smith, Co-chair
Superintendent of Public Schools
District of Columbia

Maria Borrero, Co-chair
Director, Dept. of Employment Services
District of Columbia

Milton Martin
Georgia Department of Labor
Georgia

Joanne Swearingen, Educational Specialist
State Department of Education
Anuenue Elementary School
Hawaii

Steve Hawkes, Counselor
Sugar-Salem Junior-Senior High School
Idaho

Dave Palya, Co-Chairperson
Lockport High School
Illinois

Dr. Jack Teal, Co-Chairperson
Illinois Central College
Illinois

Linda Piper, Executive Director
INDOICC
Indiana

Carl Baldwin
Military Entrance Processing Station
Kentucky

Jasmin Duckett
MOICC Director
Maryland

Marla Davenport, Supervisor
TIES
Minnesota

Mr. Marion Starr, Asst. Director
Special Needs & Guidances Services
Missouri Dept. of Education
Missouri

Kay Raithel
Missouri Choices
Missouri

Rosalie Walsh, Director
Student Development Center
Montana

Phillip A. Baker
Department of Labor
Nebraska

Tom Vogelsong
Asbury Park Board of Education
New Jersey

Robert Williams
Marketing & Technical Assistance Manager
Pennsylvania SOICC
Pennsylvania

Mildred T. Nichols
RI Occupational Information Coordinating Committee
Rhode Island

Mr. Jim Vinson
Tennessee State Department of Education
Tennessee

Peter Schmidt
Grays Harbor Community College
Washington

Wayne Olsen
Division of Vocational Rehabilitation
Wisconsin

Mike Paris
Wyoming Occupational Coordinating Council
Wyoming

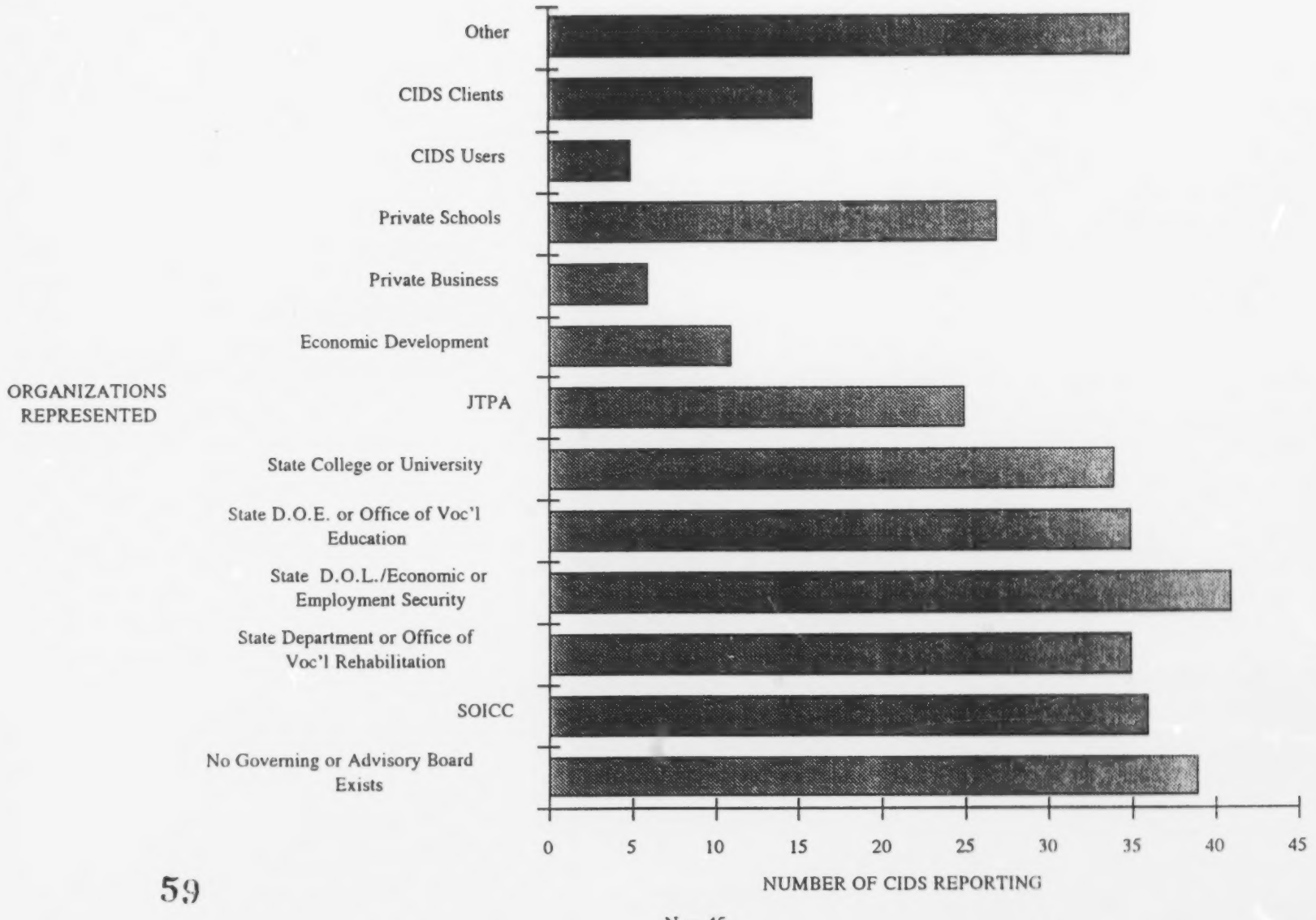
TABLE 15
CIDS ORGANIZATIONAL STRUCTURE
ORGANIZATIONS REPRESENTED ON GOVERNING AND ADVISORY BOARDS

	SOICC	St. Dept or Off. of Voc'l Rehab.	St. Dept. of Labor Econ. or Emplymt Security	St Dept of Ed. or Office of Voc'l Education	State College or Univ.	JTPA	Econ. Devp.	Privat Bus.	Private Schools	CIDS Users	CIDS Clients	Other	Board Does Not Exist
AK	A	A	A	A	A	A	A			A			G
AL	A,G	A,G	A,G	A,G	A,G	A,G	A,G			A	A	A	
AR	A,G	A,G	A,G	A,G	A	A,G	A,G						
AZ													A,G
CA				G	G					G			
CO													
CT													
DC	A,G	A,G	A,G	A,G	A,G	A,G	A,G						
DE													
FL										A			G
GA	A												G
HI	A,G	A,G	A,G	A,G	A,G	A,G	A,G	A	A	A,G		A,G	
IA	G	G	G	G		G	G						A
ID	G	A	A	A	A	A	A			A		A	
IL	G	A,G	A,G	A,G	A,G	G				A		G	
IN	A,G	A	A	A	A	A	A			A		A	
KS	G	G		G	G	G							A
KY	A,G	A,G	A,G	A,G	A,G	A,G	A,G		A,G	A,G	A	G	
LA	G	G	G	G	G	G	G	G					A
MA													
MD	A,G	A,G	A,G	A,G	A,G	A,G	A,G	A				A,G	
ME	A,G	A,G	A,G	A,G	A,G	A,G	G					G	
MN	A	A	A	A	A	A		A		A			G
MO-C	G	G	G	G		G	G						A
MO-V				A,G	A					A			
MS	A									A	A		G
MT										A			G
NC	A,G									A			
ND													A,G
NE	A	A		A	A	A				A			G
NH													
NJ	A	A	A	A						A			G
NM													A,G
NV		G	G	G	G	G	G			G		G	A
NY													A,G
OH	G	G		G	G	G	G			G			A
OK								G				G	A
OR	G		G	G	G	G		G		G			
PA													A,G
PR		G	G	G			G						
RI													A,G
SC	G	G	G	G		G	G					G	A
SD													A,G
TN				A	A	A				A			G
UT	G												A
VA	A,G	A,G	A,G	A,G	A,G	G	G	A	A	A		A	
VT													A,G
WA	G	A	A,G	G	A,G	A		A,G		A,G			
WI	A,G	A,G	A,G	A,G	A,G	A,G		A,G	A,G	A,G	A,G	A,G	
WV													
WY	A	A	A	A	A	A	A						G
TOTAL A'S	17	18	17	19	19	19	10	6	4	19	4	7	17
TOTAL G'S	22	18	18	22	16	18	15	5	2	8	1	9	18

N = 45

FIGURE 10

STATE CIDS GOVERNING AND ADVISORY BOARDS



N = 45

TABLE 16

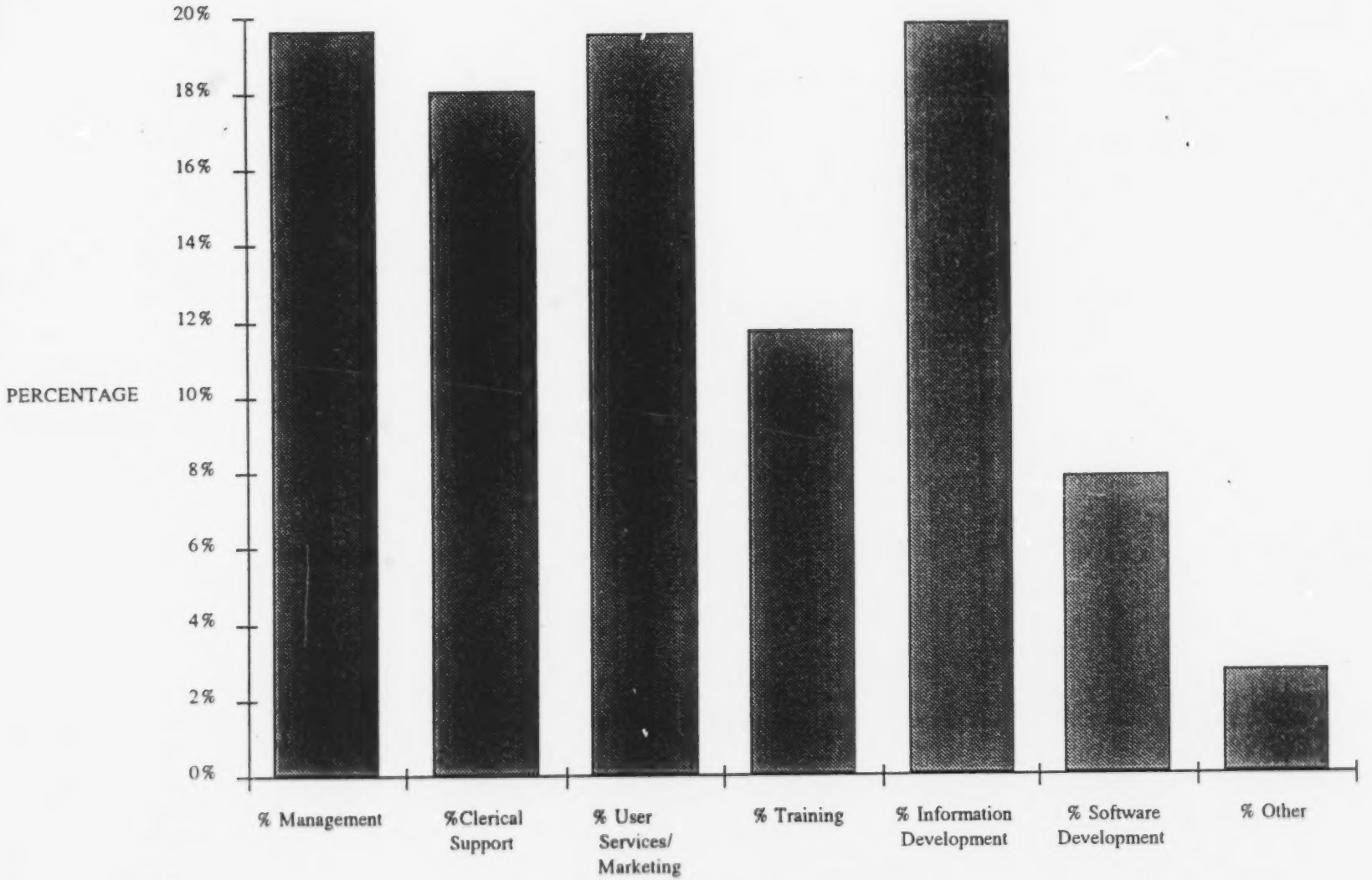
PERCENTAGE OF STAFF RESPONSIBILITIES

	% Management	% Clerical Support	% User Services/ Marketing	% Training	% Information Development	% Software Development	% Other
AK	7%	10%	22%	8%	53%		1%
AL	19%	22%	33%	11%	10%	5%	
AR	28%		12%	5%	31%	24%	
AZ	5%	46%		14%	14%	22%	
CA							
CO	60%	10%	20%				10%
CT							
DC	30%	17%	18%	18%	18%		
DE	23%	2%	18%	22%	2%		33%
FL	9%		31%	19%	38%	3%	
GA	13%	13%	19%	20%	22%	6%	9%
HI	21%	21%	7%	8%	22%	12%	9%
IA	11%	21%	9%	15%	27%	17%	
ID	15%	7%	20%	13%	30%		15%
IL	14%	21%	19%	6%	31%	9%	
IN	54%	30%	6%	6%	4%		
KS	19%	11%	17%	6%	7%	11%	30%
KY							
LA							
MD	14%	30%	30%	13%		13%	
ME	40%	25%	9%	11%	15%		
MN	19%	25%	15%	11%	20%	11%	
MO-C							
MO-V	15%	52%	14%	3%	11%	5%	
MS	33%	50%	8%	8%	3%		
MT	20%		15%	8%	38%	20%	
NC			20%	30%	50%		
ND							
NE	13%	25%	16%	8%	19%	20%	
NJ	8%	33%	17%	5%	33%	3%	
NM	13%	40%	13%	33%			
NV	18%	24%	32%	9%	17%		
NY							
OH	18%	23%	24%	21%	14%		
OK	20%	28%	18%	13%	20%	3%	
OR	70%		30%				
PA			100%				
PR	13%	7%	31%	7%	7%	29%	7%
RI	25%	40%	13%		23%		
SC	24%	13%	20%	22%	11%	3%	7%
SD	5%	12%	15%	2%	36%	26%	3%
TN	12%	7%	13%	33%	28%	7%	
UT	20%		40%	20%	20%		
VA	19%	0%	14%	21%	30%	15%	1%
VT	2%	12%	5%	1%	40%	40%	
WA	13%	41%	8%	3%	33%	3%	
WI	8%	8%	19%	18%	17%	16%	14%
WY	36%	15%	14%	14%	21%		
TOTAL %	20%	18%	20%	12%	20%	8%	3%

N = 40

FIGURE 11

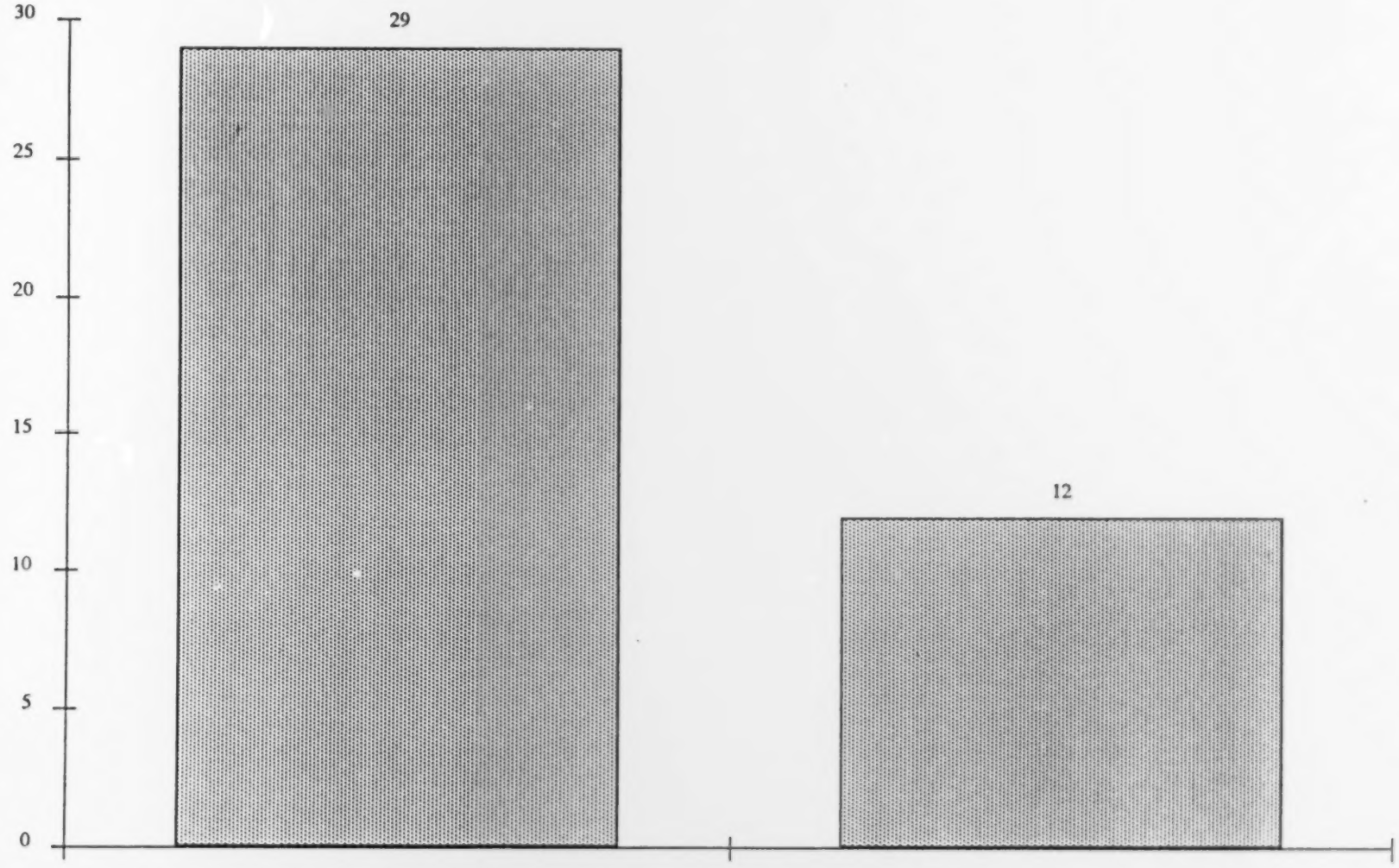
PERCENTAGE OF STAFF RESPONSIBILITIES



N = 40

FIGURE 12

TYPE OF CIDS



N = 40

TABLE 17

ADDITIONAL COMMENTS

Although Eureka leases/licensing agreement with NCIS, we do about 90% of our own programming and information development. The EUREKA CIS software is different from CIS as developed in Oregon.
California

This is purely an enterprise operation, under a non-profit umbrella. Previously, COCIS was operated by state government entities. It failed there, spending more than it took in. It enjoys no outside support. Hence, there is no large staff. Now the staff is minimal, but the operation is not failing. It provides a largely public service (schools, higher ed) without public support.
Colorado

Our function is more than CIDS. Difficult to separate fundings (state versus federal for just those functions). I'm not sure data submitted will reflect the true picture of what you're trying to represent. Employees are full time but again their responsibilities are more than CIDS.
Florida

Our CIDS is evolving from primarily a computer-based system to one which focuses primarily on staff development.
Kansas

Type of CIDS assumes that all CIDS must be computer based. The delivery of career information, if systematic, includes: computer based material, lectures, workshops, video materials and curriculum materials that make the use of career information easier for end users within a variety of agency and programmatic settings.
Maine

We use both type of CIDS. We have our own in-state system that is supplemented by COIN.
Missouri View

Vendor provides all services but works with SOICC to coordinate CIDS activities in the state.
Mississippi

Type of CIDS: A system leased to local sites directly from developer. SOICC adds state information at no charge.
North Dakota

The New Mexico CIDS has gone from full time "full support" staff to parttime "crisis" staff and is in serious jeopardy of being eliminated within two years. New Mexico SOICC has been and will continue to devote considerable time and effort for fundraising.
New Mexico

TABLE 17, cont.

Type of CIDS: A state-based system in consortium with other state-based systems for ongoing developments with state staff responsible for management, user services, delivery systems, information analysis, and program development.

Oregon

During the 1991-1992 period we supported the research and acquisition efforts that resulted in the selection of the CHOICES-CT CIDS software for the Employment and Training Department. We will also enter into an agreement that will allow us to act as the administrators of a consortium of users within state government (i.e., schools and agencies). We plan to continue development and distribution of a free state developed CIDS that will be offered as an alternative.

Vermont

Association of Computer-Based Systems for Career Information

A CONSORTIUM FOR STANDARDS AND TRAINING TO ADVANCE CAREER INFORMATION DELIVERY SYSTEMS

June 26, 1992

TO: State CIDS Operators

FROM: Robert Lofft, ACSCI Clearinghouse Coordinator

SUBJECT: 1992 CIDS Information Collection Form

Earlier this year, NOICC published the *CIDS Status Report*, which was produced in cooperation with ACSCI. This project has led to further cooperation between NOICC and ACSCI, resulting in the combination of their annual CIDS surveys into a single form. Some of the information the enclosed form requests, the same as in previous years, will appear in the *1993 ACSCI Directory*, to be mailed to all CIDS at no charge. Additionally, NOICC is developing a database on CIDS that will be available to system operators, SOICCs, and researchers.

Part I of the form is similar to last year's ACSCI survey. Part II has questions on the financial status of CIDS. The data from Part II will be summarized in a NOICC report by Dr. James P. Sampson, Jr., of the Clearinghouse for Computer-Assisted Guidance Systems at Florida State University. NOICC plans to have the report ready in time for the 1992 ACSCI Annual Conference, December 2-4, in St. Louis.

The financial questions are a one-time effort to clarify the fiscal environment in which CIDS operate. Those who prepared the survey tried to minimize your response burden and still obtain the information required for a much-needed national profile of CIDS programs. Your responses will help in the effort to show how valuable CIDS are as national and state information resources.

In those states where the CIDS is not operated by the SOICC, a copy of this letter and the form has been sent to the SOICC. You may wish to discuss this data request with your SOICC director.

Please mail your completed survey to the ACSCI Clearinghouse by July 31. Any questions you may have are welcome; call me at (503) 346-3996, Office hours are 9 to 5, Pacific Time. Thank you.

cc: SOICCs

PRESIDENT
Aimee Smith
Alaska Career Information System
Adult and Vocational Education
Box J
Juneau, AK 99811-0505
(907) 465-4685

PRESIDENT-ELECT
Denise Montgomery
MS Master Count
Tallahassee, FL 32303
(904) 385-0332

SECRETARY-TREASURER
Fay Linton
Nebraska Career Information System
421 Nebraska Hall
University of Nebraska - Lincoln
Lincoln, NE 68588-0562
(402) 472-2570

PAST PRESIDENT
M. Sumiyoh Bird
EUREKA, the California
Career Information System
P.O. Box 647
Richmond, CA 94808-0647
(510) 235-3883

ACSCI CLEARINGHOUSE
Center for Advanced Technology
in Education
1787 Agate Street
University of Oregon
Eugene, OR 97403-5214
(503) 346-3996

CIDS Information Collection Form

National Occupational Information Coordinating Committee
and the
Association of Computer-Based Systems for Career Information

Please mail by July 31 to:

ACSCI Clearinghouse
200 Agate Hall
University of Oregon
Eugene, OR 97403

Name of System: _____

Mailing Address _____

_____ Nine-Digit Zip _____

Package Delivery
Address (if different): _____

_____ Zip _____

Telephone: (____) ____-____ Ext. ____

Fax Number: (____) ____-____ Ext. ____

Part I

CIDS Data and Delivery

Name of Individual
Completing Part I of this Survey: _____

■ ***Item 1: Use of Common Data in OIS and CIDS***

a. Does your CIDS interface with your OIS? ☐ Yes ☐ No
If so, how: _____

b. If yes, which of the following items of information are used in both systems? Please check:

☐ current (base year) employment size ☐ projected employment size ☐ growth rate
☐ average annual openings ☐ industry locations(s) of occupations ☐ supply data
☐ related CIP/ed codes and titles ☐ supply/demand data ☐ wage and salary data
☐ state licensure information ☐ other: _____

c. Can you provide examples of how your OIS and CIDS display this information from a common occupation?
☐ Yes ☐ Example enclosed ☐ No

BEST COPY AVAILABLE

■ *Item 2: Occupational Coding Structure and Interface*

a. What coding system(s) is (are) used to present information to users on the occupations in your system?
☐ SOC ☐ DOT ☐ OES ☐ Mil ☐ Other:_____

b. What crosswalks do you use for information development purposes?

System code to DOT	☐ Yes	☐ No	System code to SOC	☐ Yes	☐ No
System code to OES	☐ Yes	☐ No	System code to GOE	☐ Yes	☐ No
System code to CIP	☐ Yes	☐ No	System code to Mil	☐ Yes	☐ No

☐ Other:_____

c. Are these crosswalks produced by ☐ your state or ☐ the system developer?

d. Does your system have an on-line capability for users to enter an occupational code from a different taxonomy (e.g., OES, DOT, MOS) and identify the related occupation in your system? ☐ Yes ☐ No

If so, please describe: _____

_____

e. Have you obtained crosswalk files from the National Crosswalk Service Center? ☐ Yes ☐ No
If not, would you like to receive information about its services? ☐ Yes ☐ No

■ *Item 3: Education and Training Information and Linkages*

a. What types of education and training files are available in your system:

☐ Postsecondary programs of study	☐ National	☐ State
☐ School subjects	☐ National	☐ State
☐ Apprenticeship	☐ National	☐ State
☐ Military/armed services	☐ National	☐ State
☐ Vocational/technical schools	☐ National	☐ State
☐ Proprietary schools	☐ National	☐ State
☐ Public two-year colleges	☐ National	☐ State
☐ Public four-year colleges	☐ National	☐ State
☐ Graduate schools	☐ National	☐ State

b. Are the programs of study linked to occupations? ☐ Yes ☐ No

If so, what is the basis for establishing this linkage? _____

_____

c. Are the programs of study linked to schools? ☐ Yes ☐ No

If so, what is the basis for establishing this linkage? _____

_____

d. Can you provide an example of these linkages? ☐ Yes ☐ Example enclosed ☐ No

■ *Item 4: Selection of Occupations*

a. On what basis are occupations selected for inclusion in your CIDS? _____

_____

b. Are the procedures for selecting the occupations to be included in your system produced by
☐ your state, ☐ the system developer, or ☐ both?

c. If you produce your own selection procedures, can you provide a copy? ☐ Yes ☐ Copy enclosed ☐ No

d. If you obtain your system from another developer, do you ☐ add state occupations or ☐ develop a state file of occupations?

■ *Item 5: User Site Information*

A User Site is defined as a location where your system (structured access plus information files) is actually in use. Do not count as user sites any locations that have only information files for reference purposes. In entering the number of users for each site category, use an actual count or an estimate of the number of individuals, not the number of transactions, over a year's time. Enter the figures for your fiscal year just ended (or about to end). For school sites, if the number of individual users is not known, and you have no other basis for estimating usage, use as your estimate two thirds of the number of students enrolled at the schools. Other ways to estimate the number of users include (1) reports from site coordinators, (2) the number of user handbooks distributed, and (3) site monitoring.

	Number of Sites			Number of Users		
Elementary Schools	____	☐ Actual	☐ Estimate	____	☐ Actual	☐ Estimate
Junior High or Middle Schools	____	☐ Actual	☐ Estimate	____	☐ Actual	☐ Estimate
Senior High Schools	____	☐ Actual	☐ Estimate	____	☐ Actual	☐ Estimate
Vocational-Technical Institutes	____	☐ Actual	☐ Estimate	____	☐ Actual	☐ Estimate
Private Vocational Schools	____	☐ Actual	☐ Estimate	____	☐ Actual	☐ Estimate
2-Year Junior or Community Colleges	____	☐ Actual	☐ Estimate	____	☐ Actual	☐ Estimate
4-Year Colleges and Universities	____	☐ Actual	☐ Estimate	____	☐ Actual	☐ Estimate
Employment & Training Agencies (JTPA)	____	☐ Actual	☐ Estimate	____	☐ Actual	☐ Estimate
Employment Service Offices	____	☐ Actual	☐ Estimate	____	☐ Actual	☐ Estimate
Correctional Institutions	____	☐ Actual	☐ Estimate	____	☐ Actual	☐ Estimate
Rehabilitation Agencies	____	☐ Actual	☐ Estimate	____	☐ Actual	☐ Estimate
Counseling Agencies	____	☐ Actual	☐ Estimate	____	☐ Actual	☐ Estimate
Military Bases	____	☐ Actual	☐ Estimate	____	☐ Actual	☐ Estimate
Public Libraries	____	☐ Actual	☐ Estimate	____	☐ Actual	☐ Estimate
Private Businesses	____	☐ Actual	☐ Estimate	____	☐ Actual	☐ Estimate
Others (please list):	____	☐ Actual	☐ Estimate	____	☐ Actual	☐ Estimate
_____	____	☐ Actual	☐ Estimate	____	☐ Actual	☐ Estimate
_____	____	☐ Actual	☐ Estimate	____	☐ Actual	☐ Estimate
TOTALS:	____			____		

■ *Item 6: Kinds of Delivery Media*

Check the appropriate boxes to indicate the delivery media you use, and enter the number of sites at which the media are used. Sites that have more than one form of delivery media are to be counted in each appropriate category. For example: A school that has both microcomputer and needle-sort delivery media would be counted once in each category. Thus, the number of sites for all categories here, if totaled, may exceed the actual total number of sites indicated in Item 5. Use figures for the same time period as used for Item 5 (the fiscal year just ended or about to end).

Delivery Media:	Number of Sites
☐ Manual (e.g., needle-sort plus books or fiche)	____
☐ Microcomputers (full system)	____
☐ Microcomputers with books or fiche	____
☐ Time-shared computer	____

Primary Delivery System:
☐ CIS ☐ CHOICES ☐ COIN ☐ DISCOVER ☐ GIS ☐ Other:_____

Other Information Products and Services:

- ☐ Interactive video — Number of sites: ____
- ☐ Dial-up hotline — Number of users: ____
- ☐ Newsletter for sites — Number of copies, last issue: ____ — Frequency of publication: _____
- ☐ Career tabloid — Number of copies, last issue: ____ — Frequency of publication: _____
- ☐ Other (please describe): _____

Does your system follow the ACSCI Standards for Delivery Systems? ☐ Yes ☐ No

■ *Item 7: CIDS Training Support*

a. Does ☐ your state or ☐ system developer or ☐ both provide general training to user site personnel?
If so, do you follow the ACSCI Standards for Marketing and User Services? ☐ Yes ☐ No

b. Does ☐ your state or ☐ system developer or ☐ both provide customized training for specialized populations or programs, such as displaced workers, Equity programs, JTPA programs, and rehabilitation programs? If so, please list: _____
_____

c. Does ☐ your state or ☐ system developer or ☐ both produce a standard set of training materials? If so, can you provide a copy? ☐ Yes ☐ Copy enclosed ☐ No

■ *Item 8: System Support Materials*

a. Does ☐ your state or ☐ system developer or ☐ both produce a user manual for user site personnel?

b. If your state produces a system manual, can you provide a copy? ☐ Yes ☐ Copy enclosed ☐ No

■ *Item 9: Evaluation Studies*

a. Does your CIDS follow the ACSCI Standards for Evaluation? ☐ Yes ☐ No

b. Have there been any evaluation studies produced for your state CIDS program within the past five years? ☐ Yes ☐ No

c. If "Yes," can you provide a copy? ☐ Yes ☐ Copy enclosed ☐ No

d. How do you collect user feedback? _____

Please provide a copy of any survey forms you have used for this purpose. ☐ Copy enclosed

■ *Item 10: Developmental Projects*

a. Does ☐ your state or ☐ system developers or ☐ both have any developmental projects underway or planned for the enhancement of your current CIDS?

b. If your state has any projects in development, please provide a brief description, or send any descriptive materials.
☐ Descriptive materials enclosed

■ *Item 11: Occupational Information Development*

a. Does your CIDS develop local occupational information? ☐ Yes ☐ No

b. Does your CIDS follow the ACSCI Standards for Information Development? ☐ Yes ☐ No

■ *Item 12: Occupational Information*

What kinds of occupations files are available in your system?

- ☐ Description (duties, definition, work con, adv) ☐ National ☐ State
- ☐ Requirements (entry, lic, int, abils) ☐ National ☐ State
- ☐ Economic (earnings, employment, outlook) ☐ National ☐ State

■ *Item 13: Search Variables*

What items are used to search for occupations in your CIDS?

Dot-based characteristics:

Worker functions (data, people, things)	☐ Yes	☐ No
General education development (GED)	☐ Yes	☐ No
Specific vocational preparation (SVP)	☐ Yes	☐ No
Aptitudes	☐ Yes	☐ No
GOE interests	☐ Yes	☐ No
Temperaments	☐ Yes	☐ No
Physical demands and activities	☐ Yes	☐ No
Environmental conditions	☐ Yes	☐ No

Other characteristics:

Education	☐ Yes	☐ No
Salary/earnings	☐ Yes	☐ No
Communitytype	☐ Yes	☐ No
School subjects	☐ Yes	☐ No
Related military training	☐ Yes	☐ No
Related apprenticeship	☐ Yes	☐ No
Career clusters	☐ Yes	☐ No
Lifestyle/work schedule	☐ Yes	☐ No
Other: _____	☐ Yes	☐ No

Standardized tests:

Holland SDS	☐ Yes	☐ No
Kuder Interest	☐ Yes	☐ No
OVIS	☐ Yes	☐ No
Strong-Campbell	☐ Yes	☐ No
ASVAB	☐ Yes	☐ No
DAT	☐ Yes	☐ No
GATB	☐ Yes	☐ No
Other: _____	☐ Yes	☐ No
Other: _____	☐ Yes	☐ No

■ *Item 14: Other Information Files*

What other files (besides Occupations and Education/Training) are included in your CIDS?

Employers	☐ Yes	☐ No
Job Bank/Job Placement	☐ Yes	☐ No
Economic development	☐ Yes	☐ No
Planners	☐ Yes	☐ No
Bibliography	☐ Yes	☐ No
Employer Visit	☐ Yes	☐ No
Resumè	☐ Yes	☐ No
Financial Aid	☐ Yes	☐ No
Other: _____	☐ Yes	☐ No
Other: _____	☐ Yes	☐ No
Other: _____	☐ Yes	☐ No

PART II

Introduction

As the labor market in the United States becomes less stable, adolescents and adults are making increased demands on Career Information Delivery Systems (CIDS) to provide information necessary for making career and employment decisions. However, in this time of increased demand for the services CIDS offer, public funding for their operation is in danger of declining.

CIDS operators, faced with impending change in funding sources and amounts, need an analysis of baseline data that describes the current financial status of CIDS in the United States. CIDS operators also need data on management and staffing patterns, since personnel costs are a major element in CIDS budgets. The analysis and data will allow operators to make comparisons among CIDS. For example, a CIDS operator could evaluate changes in funding and staffing within its state, incorporating a general comparison with all CIDS and specific comparisons with CIDS that have similar characteristics.

Preliminary financial status and staffing data were collected, but not analyzed, as part of last year's NOICC/ACSCI annual data collection effort. The goal of this part of the current survey is to collect, analyze, and disseminate baseline data to help CIDS operators and state and federal policy makers arrive at well-informed decisions about the financing and staffing of CIDS.

Financial Status, Organizational Structure, Staff, and CIDS Type

Individual Completing This Form:

Name: _____

Address: _____

_____

_____

_____

Phone: (___) _____

DIRECTIONS: Please fill in the appropriate blank and/or circle the appropriate letter for each item. When circling the letter for "Other," please write in the information requested.

A. FINANCIAL STATUS

1. CHANGE IN CIDS FUNDING SOURCES: A funding source is defined as any organization, entity, or group of individuals that contribute funds to the CIDS budget. If a category listed at the top of the next page is a source of funding, indicate the total amount in dollars for 1990-91, 1991-92, and 1992-93 (anticipated funding). A funding year is defined as July 1 through June 30. Include total funding on the bottom line. If your CIDS and SOICC are combined, provide the best estimate possible of CIDS funding.

	1990-91	1991-92	1992-93
User fees	_____	_____	_____
NOICC Basic Assistance Grant	_____	_____	_____
NOICC CIDS Grant	_____	_____	_____
State legislative appropriation	_____	_____	_____
State Dept. of Ed. / Office of Voc. Ed.	_____	_____	_____
State Dept. of Labor / JTPA / ES	_____	_____	_____
Other (identify): _____	_____	_____	_____
Other (identify): _____	_____	_____	_____
Other (identify): _____	_____	_____	_____
TOTAL FUNDING:	_____	_____	_____

2. For comparison purposes, indicate the total amount of funding for your CIDS in 1987-88.
July 1, 1987 through June 30, 1988: $_____

3. What amount of funding was allocated in 1991-92 for research and development of new programs and products?
Total research and development funding: $_____

4. What amount of funding was allocated in 1991-92 for evaluating the effectiveness of your CIDS?
Total CIDS evaluation funding: $_____

5. If an increase in funding occurred from 1990-91 to 1991-92, briefly state your perceptions of the reasons for the increase:

_____

_____

_____

6. If a decrease in funding occurred from 1990-91 to 1991-92, briefly state your perceptions of the reasons for the decrease:

_____

_____

_____

7. If a decrease in funding occurred from 1990-91 to 1991-92, what impact did the decrease have on the operation of the CIDS?

_____

_____

_____

8. What types of assistance do CIDS need in order to cope with financial problems? _____

_____

_____

_____

9. What total funding level is needed for the sustained and effective performance of your CIDS?
Total amount of funding needed: $_____

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10. **What is the relative security of in-state funding for your CIDS' operation during the coming two years?**
Circle the letter for each source that applies and check ✓ the one most accurate response regarding the security of the funding:

a Funding provided by user fees, if any; skip to b if none:
☐ Increase expected ☐ Present level expected ☐ Small cut expected ☐ Big cut expected ☐ Elimination expected

b Funding provided by NOICC Basic Assistance Grant, if any; skip to c if none:
☐ Increase expected ☐ Present level expected ☐ Small cut expected ☐ Big cut expected ☐ Elimination expected

c Funding provided by state legislative appropriation, if any; skip to d if none:
☐ Increase expected ☐ Present level expected ☐ Small cut expected ☐ Big cut expected ☐ Elimination expected

d Funding provided by state department of education or office of vocational education; skip to e if none:
☐ Increase expected ☐ Present level expected ☐ Small cut expected ☐ Big cut expected ☐ Elimination expected

e Funding provided by state department of labor, JTPA, or employment; skip to f if none:
☐ Increase expected ☐ Present level expected ☐ Small cut expected ☐ Big cut expected ☐ Elimination expected

f Other in-state source of funding (write in): _____
☐ Increase expected ☐ Present level expected ☐ Small cut expected ☐ Big cut expected ☐ Elimination expected

g Other in-state source of funding (write in): _____
☐ Increase expected ☐ Present level expected ☐ Small cut expected ☐ Big cut expected ☐ Elimination expected

11. **Enabling Legislation:** Enabling legislation is defined as federal, state, and local legislation that provides the legal mandate for the financing and operation of your CIDS. List all of the legislation that relates to the financing and operation of your CIDS:

_____

_____

_____

B. ORGANIZATIONAL STRUCTURE

1. **The Administrative Agency or Agencies for Your CIDS:** An administrative agency is defined as a governmental entity that monitors, evaluates, and provides direction for the operation of your CIDS. Please circle the appropriate letter(s):

a SOICC
b State Department of Labor, Economic, or Employment Security
c State Department of Education or Office of Vocational Education
d State College or University
e Other (identify): _____

2. **Governing Board for Your CIDS.** A governing board is defined as a group of individuals representing various constituencies that make decisions and set policy related to the operation of your CIDS.

☐ A governing board exists.

Name and Job Title of Board Chair _____
Chair's Agency/Company/Organization: _____
Chair's Address: _____

☐ No governing board exists.

3. **If a governing board exists, the organizations represented include the following** (circle the letter for those that apply):

a SOICC
b State Department or Office of Rehabilitation
c State Department of Labor, Economic, or Employment Security
d State Department of Education or Office of Vocational Education
e State College or University
f Job Training Partnership Act
g Economic Development
h Private Business
i Private Schools
j CIDS users (organizations that use CIDS-supported services)
k CIDS clients (individuals who have used a CIDS)
l Other (identify) _____
m Other (identify) _____

4. **Advisory Board for Your CIDS.** An advisory board is defined as a group of individuals representing various constituencies that make recommendations about the design and operation of your CIDS.

☐ An advisory board exists.

Name and Job Title of Board Chair: _____
Chair's Agency/Company/Organization: _____
Chair's Address: _____

☐ No governing board exists.

5. **If an advisory board exists, the organizations represented on the board include** (circle the letter for all those that apply):

a SOICC
b State Department or Office of Rehabilitation
c State Department of Labor, Economic, or Employment Security
d State Department of Education or Office of Vocational Education
e State College or University
f Job Training Partnership Act
g Economic Development
h Private Business
i Private Schools
j CIDS users (organizations that use CIDS-supported services)
k CIDS clients (individuals who have used a CIDS)
l Other (identify) _____
m Other (identify) _____

C. TITLE, FTE, AND RESPONSIBILITIES FOR CIDS STAFF

A title is defined as the official employment title of the incumbent. FTE is defined as Full Time Equivalency, e.g., a full-time staff member would equal 1.0 FTE, a half-time staff member would equal 0.5 FTE, and a quarter-time staff member would equal 0.25 FTE. Responsibilities are defined as categories of recognizable job tasks.

■ **Name:** _____ **Title:** _____
Phone: (____) _____ **FTE:** _____

Responsibilities. Indicate the percentage for each responsibility, with the total equaling 100% irrespective of FTE.

____% Management
____% Clerical Support
____% User Services/Marketing
____% Training
____% Information Development
____% Software Development
____% Other (identify) _____
____% Other (identify) _____

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■ **Name:** _____ **Title:** _____

Phone: (____) _____ **FTE:** _____

Responsibilities. Indicate the percentage for each responsibility, with the total equaling 100% irrespective of FTE.

____% Management
____% Clerical Support
____% User Services/Marketing
____% Training
____% Information Development
____% Software Development
____% Other (identify) _____
____% Other (identify) _____

■ **Name:** _____ **Title:** _____

Phone: (____) _____ **FTE:** _____

Responsibilities. Indicate the percentage for each responsibility, with the total equaling 100% irrespective of FTE.

____% Management
____% Clerical Support
____% User Services/Marketing
____% Training
____% Information Development
____% Software Development
____% Other (identify) _____
____% Other (identify) _____

■ **Name:** _____ **Title:** _____

Phone: (____) _____ **FTE:** _____

Responsibilities. Indicate the percentage for each responsibility, with the total equaling 100% irrespective of FTE.

____% Management
____% Clerical Support
____% User Services/Marketing
____% Training
____% Information Development
____% Software Development
____% Other (identify) _____
____% Other (identify) _____

■ **Name:** _____ **Title:** _____

Phone: (____) _____ **FTE:** _____

Responsibilities. Indicate the percentage for each responsibility, with the total equaling 100% irrespective of FTE.

____% Management
____% Clerical Support
____% User Services/Marketing
____% Training
____% Information Development
____% Software Development
____% Other (identify) _____
____% Other (identify) _____

■ **Name:** _____ **Title:** _____

Phone: (____) _____ **FTE:** _____

Responsibilities. Indicate the percentage for each responsibility, with the total equaling 100% irrespective of FTE.

____% Management
____% Clerical Support
____% User Services/Marketing
____% Training
____% Information Development
____% Software Development
____% Other (identify) _____
____% Other (identify) _____

■ **Name:** _____ **Title:** _____

Phone: (____) _____ **FTE:** _____

Responsibilities. Indicate the percentage for each responsibility, with the total equaling 100% irrespective of FTE.

____% Management
____% Clerical Support
____% User Services/Marketing
____% Training
____% Information Development
____% Software Development
____% Other (identify) _____
____% Other (identify) _____

■ **Name:** _____ **Title:** _____

Phone: (____) _____ **FTE:** _____

Responsibilities. Indicate the percentage for each responsibility, with the total equaling 100% irrespective of FTE.

____% Management
____% Clerical Support
____% User Services/Marketing
____% Training
____% Information Development
____% Software Development
____% Other (identify) _____
____% Other (identify) _____

D. TYPE OF CIDS

Circle the letter for one option:

a A system obtained, purchased, or leased from some other entity (such as a software developer), with CIDS staff primarily responsible for user services and information development.

b A system developed within a state or municipality with staff responsible for computer programming, user services, and information development.

Additional Comments: _____

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